

Pupil premium strategy statement – Bearwood Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 (1 Year)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Cheryl Smith, 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	£70,860
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£70,860

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 Education Endowment Fund's recommended, tiered approach to funding:

- High Quality teaching,
- Targeted academic support
- 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	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. In 2024 71% of disadvantaged pupils achieved the expected standard in the Phonics Screening Check, compared to 83% of non-disadvantaged pupils.

	While this represents a significant year-on-year improvement for disadvantaged pupils, our ambition is to achieve parity between disadvantaged and non-disadvantaged pupils.
2	Assessments demonstrate that there are gaps in maths at KS2 for the current cohorts. In 2024, only 29% of disadvantaged pupils achieved higher than 20 on the Multiplication check at the end of Year 4, compared to 65% of non-disadvantaged pupils. At the end of 2024, 66% of pupils in receipt of the PPG achieved the standard in maths at the end of Year 6, compared to 76% of non-disadvantaged pupils. Data for this year indicates that 50% of disadvantaged children are currently not on track to meet expected standard in maths compared to 27% of non-disadvantaged pupils.
3	Attendance data shows that the attendance of disadvantaged pupils is lower than that of all pupils. In 2023 - 2024 the gap was 2.37%. 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 2025 for disadvantaged pupils.	The % of disadvantaged pupils passing the PSC in 2025 will increase. The % of disadvantaged pupils achieving Word Reading ELG will be at least in line with National.
Improved attainment in maths at end of Year 4 for multiplication and at the end of KS2 for disadvantaged pupils.	There will be an improvement in KS2 maths for disadvantaged pupils in 2025. There will be an improvement for disadvantaged pupils at the end of Year 4, Multiplication Check.
Improved attendance for disadvantaged pupils to be in line with national expectations and in line with non-disadvantaged peers.	Attendance within the disadvantaged pupils will improve to be in line with National and in line with non-disadvantaged peers.
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.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching pedagogy will focus on the learning spiral (based on Rosenshine's principles of instruction). Staff will be able to demonstrate a range of strategies including effective modelling, worked examples, appropriate scaffolds, and efficient task design. Embed Rosenshine's Principles of Instruction.	"Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils"-EEF guide to the Pupil premium. Using pupil premium EEF (educationendowmentfoundation.org.uk) Rosenshine's Principles of Instruction. (DfE standards for teachers' professional development implementation guidance) Sutton Trust (2011) Effective Teaching	1, 2
Early Reading lead to continue to embed 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 key KS2 staff to be trained to deliver phonics to ensure a "whole-school" approach.	EEF research shows that phonic approaches have a strong base that shows a positive impact on word reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

Embedding of reading practice during Little Wandle reading sessions will ensure that a minimum of 90 children read to an adult at least 3 times per week.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement, and improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Maths lead to provide CPD on the NCETM prioritisation documents.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium. Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
Maths lead to provide CPD on the following Number Sense programmes to ensure that number fluency improves: - Early Years number sense - KS1 number facts fluency - KS2 times tables fluency	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium. Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
Maths lead to ensure regular assessment of number facts and times tables setting SMART targets based on identified gaps. TAs promote positive engagement and teaching strategies for PP pupils.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium. Using pupil premium EEF (educationendowmentfoundation.org.uk) Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
To ensure that those children in receipt of PP are given the tools they need to	Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are	2

develop independence and to be able to self scaffold.	associated with improved learning outcomes. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
Staff to implement strategies from CPD sessions focussed on metacognition to reduce the overloading of working memory.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2
ECT Training	ECT framework introduced by the DfE to improve quality of teaching and teacher retention. Changes to statutory induction for early career teachers (ECTs) - GOV.UK (www.gov.uk)	1, 3

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

Budgeted cost: £28,344

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. Phonics EEF (educationendowmentfoundation.org.uk)	1
Number sense interventions to be implemented with fully trained team of staff.	Using diagnostic tools to identify gaps and then using individual or small group targeted support is proven to be effective in raising progress rates. Small group tuition EEF	2
Times Tables flashcards to be provided for some	Enabling pupils to develop a rich network of mathematical knowledge will	2

PPG pupils who have identified gaps.	ensure that they develop fluent recall of number facts, EEF guide to improving mathematics in Key stages 2 & 3. Improving Mathematics in Key Stages 2 and 3 EEF	
Chrome books available for PPG pupils outside of school hours.	Use of IT can increase progress rates in both English and Maths. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £17,715

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.	Government document: Improving school attendance September 2022 (updated August 2024). Working together to improve school attendance - GOV.UK (www.gov.uk) It recommends an effective strategy needs: • Leadership and Management • Relationships and communication • Use of systems and data • Intervention.	3
Sustain 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. stormbreak-end-of-year-20-21-share.pdf	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 Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 3, 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. Purchase and train staff to deliver Hamish & Milo as an intervention focussing on social, emotional and mental health needs. Work alongside and support families by visiting them in their	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. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) "Emerging data shows statistically significant differences in observations about the emotional and behavioural presentation of children, pre and post intervention." Professor Richard Joiner, Head of Department, University of Bath, Department of Psychology	4

homes and offering/signposting parent advice. Work with families to find solutions to poor attendance.		
A member of staff to be employed focussing on social and emotional well-being and works closely with many PPG pupils.	There is widespread evidence around emotional based school avoidance.	3, 4
School funded places at after school clubs, including instrumental tuition. School funded places for school trips for identified pupils and families.	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.	2, 3, 4
School purchased lunch boxes and water bottles to ensure that pupils in receipt of the PPG are not identified as FSM on school trips and within school.	Marc Rowland	3, 4

Total budgeted cost: £70,860

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has used standardised test scores and self-evaluation processes to measure the success of the plan for last year.

Improved phonics attainment in 2024 for disadvantaged pupils.

We have made significant progress in reducing the gap between disadvantaged pupils and their peers in early reading phonics, as seen by our latest phonics assessments in June 2024, where 71% of disadvantaged pupils passed the Phonics Screening check, compared to 17% the previous year.

Writing at KS2

Last year, 78% of all pupils achieved the expected standard in writing at the end of KS2. Among disadvantaged pupils, 67% met the standard, compared to 82% of their non-disadvantaged peers. While this highlights a significant gap, it's important to consider the small cohort size, with only 6 disadvantaged pupils in a total group of 23, which may influence the data.

Attendance

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%. Through initiatives detailed, we have seen a decrease in the gap for 2023 – 2024. For those non-disadvantaged children attendance was 95.12% compared to 92.75% attendance for disadvantaged pupils. This demonstrates a gap of 2.37%. Although the gap has narrowed, the ambition is that there is parity between the two, and so this remains as one of our challenges this year.

Social and emotional barriers

Having fully trained staff focus on interventions like Hamish and Milo is a proactive step toward addressing the emotional and social needs of pupils. Hamish and Milo programs typically aim to build resilience, improve emotional regulation, and enhance social skills, which can significantly impact pupils' overall well-being and academic success.

Additionally, this type of pastoral care helps create a safe and supportive environment for students who may face additional challenges, ensuring that they feel valued and included in the school community. As we invested in this programme part way through the year, it will be embedded and sustained through 2024 – 2025.

Initiatives introduced last year aim to reduce the stigma or visible differences between disadvantaged and non-disadvantaged pupils during school trips, promoting inclusivity and equity. By providing a variety of lunchboxes and water bottles, we ensure that no pupil feels singled out or excluded due to their socioeconomic background. This approach fosters a sense of equality, enabling all students to focus on the educational and social benefits of the trip rather than potential disparities.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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. 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 exceed the standard in reading, writing and maths.