

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	250
Proportion (%) of pupil premium eligible pupils	34% YN-22, YR-6, Y1-8, Y2-11, Y3-8, Y4-9, Y5-12, Y6-8 Total - 84
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028 (3 years)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cheryl Smith, Headteacher
Pupil premium lead	Hayley Goodfellow
Governor / Trustee lead	Harriet Blake, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,946, includes PLAC
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>	£85,946

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. Treating each child as an individual ensures that they receive tailored support, whether they are disadvantaged or not.

Alongside high quality first teaching, we aim to give children rich educational experiences in order to raise aspirations. The school chooses approaches which focus on relationship building, knowing that an emotionally intelligent approach will foster self-esteem, whilst setting positive, clear behaviour boundaries.

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. Pupils will receive high-quality, measurable feedback that clearly identifies their next steps. This whole-school approach ensures that all staff take collective responsibility for the outcomes of disadvantaged pupils and consistently 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	Attainment at end of KS2.

	<p>At the end of KS2 attainment in writing was: 71% overall 80% for non-disadvantaged pupils 56% for disadvantaged pupils</p> <p>At the end of KS2 attainment in maths was: 67% overall 73% for non-disadvantaged pupils 44% for disadvantaged pupils</p> <p>At the end of KS2 attainment in reading was: 71% overall 93% for non-disadvantaged pupils 33% for disadvantaged pupils</p> <p>Combined was: 46% overall 60% for non-disadvantaged pupils 22% for disadvantaged pupils</p>
2	<p>Attendance and Punctuality.</p> <p>Data shows that attendance for disadvantaged children is 92.7, whilst it is 95.8 for non-disadvantaged children. Although in line with national figures, the gap between those eligible for PP and those not, is evident.</p>
3	<p>Data analysis shows oracy is a significant area of need for pupils eligible for the Pupil Premium, with limited vocabulary, confidence and communication skills creating barriers that require targeted intervention.</p>
4	<p>Pupil premium pupils often experience limited access to enrichment opportunities due to financial hardship, reducing cultural capital and wider personal development. Poverty can also affect attendance, wellbeing and engagement, restricting readiness to learn and creating persistent barriers that must be addressed through targeted, evidence-based support to secure improved academic outcomes.</p>

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 attendance for disadvantaged pupils, through quality first teaching and effective interventions.	A greater percentage of disadvantaged pupils achieve the expected standard in reading, writing and maths at the end of KS2

To achieve and sustain improved attendance for disadvantaged pupils.	Attendance is at least in line with national. Effective interagency partnerships support sustained attendance for disadvantaged pupils.
Pupils will be able to articulate their thoughts, feelings and ideas through the explicit teaching of oracy skills and high-level vocabulary.	Oracy action plan will be evident in all areas of school life. Children use talk to embed key learning and to secure deeper understanding.
Pupils will thrive through a wider variety of educational enrichment experiences and a menu of enhanced extra-curricular activities.	All pupils will receive a wider range of high-quality educational experience. Additionally, all will receive an enhanced package of extra-curricular sessions in order to raise aspirations and provide a wealth of skills and opportunities.

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: £42,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bearwood learning spiral. Staff to follow a clear learning spiral focussed on building knowledge in small steps, clear modelling, opportunities to practice, apply and deepen understanding, rooted in a spiral of checking in and feeding back to identify next steps.	<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>Rosenshine's Principles of Instruction.</p> <p>(DfE standards for teachers' professional development implementation guidance) Sutton Trust (2011) Effective Teaching</p>	1, 2

<p>Steplab</p> <p>Staff to have evidence informed, tailored and personalised CPD opportunities, in order to enhance quality first teaching based on the Bearwood Learning Spiral</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>Using pupil premium EEF (educationendowmentfoundation.org.uk)</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” Liew Wai Yee Taylor’s College Sri Hartamas, Malaysia (2016)</p> <p>“Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more 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.”- CfBT Education Trust; Rachel Lofthouse, David Leat, Carl Towler (2010)</p>	1, 2
<p>Staff to implement strategies from CPD sessions focussed on metacognition to reduce the overloading of working memory.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Whole school oracy approach, to include a robust oracy action plan and ongoing high-quality teaching of early reading. This will develop pupil’s spoken language and enable the most vulnerable pupils to have a voice both within lessons and in a social context.</p>	<p>EEF Guidance: Improving Literacy at Key Stage 1:</p> <p>Phonological and phonemic awareness, including decoding</p> <p>Oracy: Speaking & Listening Skills</p> <p>Systematic Phonics Programme</p> <p>Reading comprehension strategies</p>	1, 2, 3, 4

<p>Number Sense</p> <p>Maths lead to provide CPD on the following Number Sense programmes to ensure that number fluency improves:</p> <ul style="list-style-type: none"> - Early Years number sense - KS1 number facts fluency <p>KS2 times tables fluency</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>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Implementing a new maths scheme (ARK maths) will strengthen progression, improve teaching consistency, and build core skills in number fluency and oracy, leading to higher pupil attainment overall.</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>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	1, 2
<p>Implementing a new writing scheme (Fred’s teaching) aligned with the writing framework will strengthen progression, improve teaching consistency, and build core skills in transcription and composition, leading to higher pupil attainment overall.</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>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	1, 2, 3
<p>Continuing with Reading Theatre session in all year groups, aligned with the Reading Framework, will strengthen progression and build oracy and a deeper understanding of texts.</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>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF	
High level of commitment and engagement with the ITTECF	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, 2

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

Budgeted cost: £21,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day, in class targeted intervention such as pre-teaching of key concepts and vocabulary, effective adaptive teaching to scaffold learning, effective "in the moment" feedback.	EEF: Feedback/ pupil conferencing shows high effects on progress 1, 2 6 • Adaptive teaching for identified pupils to scaffold learning • Effective feedback • Catch up for pupils with poor attendance Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.	1, 2, 3
Targeted group teaching: Ark maths. A specific identified group of children, who are working below their key stage, to have targeted maths teaching in a very small group.	EEF: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	1, 2, 3
Targeted group teaching: Little Wandle Rapid Catch	Phonics approaches have a strong evidence base indicating a positive	1, 2, 3

up for identified children	<p>impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period of time.</p> <p>Phonics EEF</p>	
NELI, Wellcomm and Speech and Language interventions	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF</p>	1, 2, 3
<p>Specific intervention programmes led by teachers and TAs:</p> <p>Daily reading with matched reading books/ targeted reading intervention</p> <p>Phonics Intervention-Little Wandle keep up & rapid catch up</p> <p>Speech and language programmes</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. 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>3. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Effective diagnosis of reading difficulties is important in identifying possible solutions</p>	1, 2, 3

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

Budgeted cost: £21,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Monitor the PA children on a weekly basis and ensure early contact when attendance drops below 97%. Collaborate with BCP staff in termly team-around-the school attendance reviews. Attendance policy clear for all stakeholders.	Improving school attendance September 2022. It recommends an effective strategy includes: • Leadership and Management • Relationships and communication • Use of systems and data • Intervention. Working together to improve school attendance - GOV.UK	1, 2
Effectively resourced sensory pods	Sensory pods provide a calm, low-stimulation environment that supports pupils' focus, confidence, and willingness to speak. They enable targeted oracy interventions, enhancing listening, vocabulary, and communication skills, particularly for those who struggle in full-class settings.	3
As an Early Adopter of the Universal breakfast club, we are topping up the staffing costs to ensure sufficient provision and supervision is in place	A large evaluation in England by Institute for Fiscal Studies (in partnership with the charity Magic Breakfast) found that pupils in schools offering free, pre-school breakfast clubs made around two extra months' progress in reading, writing and maths over a year compared with pupils in similar schools without breakfast clubs — for children aged 6-7. Other studies have linked regular breakfast consumption (especially good quality breakfasts) with better cognitive functioning, on-task behaviour, and overall academic performance, including in mathematics and literacy	1, 2, 4
Bearwood Brilliance. The school has it's own version of the children's university passport which encourages completion of a wide range of activities outside of the classroom. For	Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment	3, 4

disadvantaged children, the opportunity to complete many of these challenges will be provided within school	gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. What we do and why Children's University	
Residential experiences provide disadvantaged pupils with opportunities they may not otherwise access, building social, emotional, and cultural capital.	Evidence shows residentials improve confidence, resilience, teamwork, and engagement, while also supporting academic attainment. By subsidising residentials through Pupil Premium funding, schools remove financial barriers, promote equity, and enhance both personal development and educational outcomes. Benefits of #BrilliantResidentials - Learning Away	2, 3, 4

Total budgeted cost: £85,946

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.

Challenge 1: All pupils need to have secure foundations in early reading.

The 2025 Phonics Screening Check outcomes are highly positive, demonstrating strong early reading foundations across the cohort. With **77% of pupils meeting the expected standard**, the school's focus on high-quality phonics teaching is clearly having impact. Notably, pupils eligible for the pupil premium performed exceptionally well, with **80% achieving the standard**, outperforming their non-pupil premium peers (75%). This reflects the effectiveness of the school's targeted support and early intervention strategies, ensuring disadvantaged pupils make strong progress alongside—and in this case ahead of—their peers. These outcomes highlight the success of the school's approach in promoting equity and securing strong early reading outcomes for all learners.

Challenge 2: Assessments demonstrate that there are gaps in maths at KS2 for the current cohorts.

Cohort Context and Interpretation of Data

The attainment outcomes for this cohort at the end of Key Stage 2 should be understood within the specific context of the group rather than interpreted as a wider school trend. This was a small cohort of 24 pupils, meaning each individual pupil accounted for approximately 4.5% of the overall percentages. As a result, the attainment profile is highly sensitive to the performance and needs of individual pupils. Within this group, there were several significant contextual factors that had a disproportionate impact on the results:

- **Behavioural Needs:** The cohort was adversely affected during the autumn term by the behaviour of one pupil who displayed severe and disruptive behaviours and was subsequently permanently excluded. This had a notable impact on the learning environment during a key period of the academic year.
- **High Levels of SEN:** The cohort included pupils with significant special educational needs, including one child working at Reception level. This naturally influenced overall attainment outcomes, particularly within the disadvantaged subgroup, which was already small in number.

Because of these factors, the gap between disadvantaged and non-disadvantaged pupils is more reflective of the characteristics and needs of this specific cohort rather than an indication of declining school-wide standards or long-term trends.

Attainment Overview

- **Writing:**
 - 71% overall
 - 80% non-disadvantaged
 - 56% disadvantaged
- **Maths:**
 - 67% overall
 - 73% non-disadvantaged

- 44% disadvantaged
- **Reading:**
 - 71% overall
 - 93% non-disadvantaged
 - 33% disadvantaged
- **Combined R/W/M:**
 - 46% overall
 - 60% non-disadvantaged
 - 22% disadvantaged

Given the small cohort and complex needs profile, these outcomes should be viewed as atypical and not representative of whole-school performance. Instead, they highlight the need for continued targeted support for disadvantaged pupils and those with high levels of SEND, which the school is already addressing through its pupil premium strategy.

Challenge 3: Attendance data shows that the attendance of disadvantaged pupils is lower than that of all pupils.

Attendance data over the two-year period indicates a slight decline overall, with whole-school attendance falling from **95.4% in 2023/2024 to 94.9% in 2024/2025**. While non-pupil premium attendance has remained relatively stable and consistently above national expectations (95.9% to 95.8%), the attendance of pupils eligible for the pupil premium has decreased more noticeably, from **94% to 92.7%**. This widening gap suggests that attendance barriers for disadvantaged pupils have become more pronounced over the past year and require continued targeted intervention. Although overall attendance remains broadly in line with school expectations, the trend highlights the importance of sustaining and strengthening the school's strategies around early identification, family engagement and personalised support to prevent further widening of the attendance disparity.

Challenge 4: Observations and discussions with pupils and families suggest that there are social and emotional barriers for many disadvantaged children.

Observations and discussions with pupils and families throughout the year confirm that social and emotional barriers remain a significant challenge for many disadvantaged children. Targeted interventions have had a measurable positive impact. The **Hamish & Milo programme** has been particularly effective in supporting pupils' emotional regulation, with feedback indicating improved confidence and coping strategies among participating children.

A **whole-school focus on Zones of Regulation** has strengthened the school's universal provision for SEMH, equipping all pupils with strategies for self-regulation through class-based and individual toolkits. This approach has been reinforced by consistent messaging around the availability of **trusted adults**, ensuring pupils feel supported and secure.

Throughout 2024/2025, the reinvigorated **behaviour policy and clear processes** established predictable routines that promote 'regulation for the masses'. As a result, classroom environments are calmer, pupils are more settled, and learning time has increased. The most significant impact observed is the marked improvement in behaviour across the school with disadvantaged pupils showing greater readiness to learn and fewer incidents of dysregulation.

Moving forward, **in 2025/2026** we are focusing on children becoming more reflective in their learning including within social and emotional aspects. We have introduced **‘Reflect and Recharge’ days** at the start of each half term which are enabling all pupils to reflect on their learning and attitudes from the previous term and set goals for the following term to move their effort, resilience and learning forward. An introduction of bespoke learning behaviour values for **Bearwood ‘BEAR Behaviours’** (Bravery, Effort, Aspiration and Reflection) aims also to have a significant positive impact on social and emotional regulation for our pupils.