



## Pupil premium strategy statement

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 name	Bearwood Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 and 2022-2023. 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Debbie Haywood
Pupil premium lead	Debbie Haywood, Head Teacher
Governor / Trustee lead	Sara Baber, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 171 000.00
Recovery premium funding allocation this academic year	£ 13 198
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1000.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ £185 198.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Bearwood Primary School, our vision is “Opening Up a World of Opportunities” and our intention, is that all pupils, irrespective of their background and challenges they face, make good progress and achieve well across all subjects. 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.

High quality first teaching is at the heart of our approach, with the teaching of reading absolutely given a high priority.

Our strategy is also part of the wider school plans for education recovery, most notably the school-led tutoring

Our approach will be rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approach will be responsive, with regular pupil progress meetings being used to assess the impact and way forward.

We believe in intervening early at the point at which need is identified.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate that many disadvantaged children can have poorer oral language skills which can impact on reading (comprehension and writing skills)
2	Assessments show that some disadvantaged pupils have greater difficulty acquiring phonic skills than their peers and can go on to have greater difficulty with comprehension.
3	Assessments show that children have gaps in mathematics, as a result of curriculum teaching being missed during the periods of non-face to face teaching.
4	Our attendance data shows that attendance among disadvantaged groups has been lower than for non-disadvantaged pupils.
5	Poor Social, Emotional and Mental Health can impact on children’s ability to focus in school on learning and prevent them from making progress.

6	Disadvantaged pupils' experiences outside of school can be limited to the local area and pupils can have less access than other peers to cultural and social experiences, which would otherwise enrich vocabulary, knowledge and understanding
---	--

## 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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, including
Improved reading attainment among disadvantaged pupils, including in phonic assessments.	In school assessment data and diagnostic assessments show improvements in children's phonic assessments and reading comprehension assessments
Gaps in learning, particularly in mathematics are addressed.	Assessments show that children make accelerated progress in year and gaps identified in mathematics, particularly in number and place value are closed
To achieve and sustain improved attendance	Attendance of disadvantaged pupils is as high as non-disadvantaged pupils and not greater than 4% absence. Persistent absenteeism also to decrease.
To improve the quality of social and emotional learning	Qualitative data from pupil questionnaires indicates that pupils are happy and enjoy learning in school.
To widen the experiences of all pupils to include a rich range of cultural and social experiences	An increased number of trips and visits and after school activities planned and attended by disadvantaged pupils.

## 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: £ 92 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teachers to support in class team teaching in Year 6</i>	All the evidence points to high quality teaching being the key to children making the greatest progress.	1,2, 3
<i>Additional teacher used across school to team teach and coach in mathematics</i>	All the evidence points to high quality teaching being the key to children making the greatest progress.	3
<i>Improve quality of teaching and reading through high quality cpd and support of English Lead</i>	All the evidence points to high quality teaching being the key to children making the greatest progress	2
<i>Purchase Read Write inc Training Subscription to further enhance teaching of reading</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  EEF Research	2
<i>Purchase standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support	1,2, 3

	through interventions or teacher instruction:  EEF research	
<i>Embed dialogic activities across the school through the implementation of or Oracy Project. We will release the oracy lead to support teachers to develop high quality talk in their classrooms</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  EEF research	1,2, 3
<i>Improve the quality of social and emotional learning through the consistent implementation of the Jigsaw Curriculum.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF research	4

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

Budgeted cost: £ 50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and additional phonic lessons using additional teacher	Targeted phonics interventions delivered as regular sessions have a positive impact	2
Purchases of Reading Plus Programme to support Reading in school and at home	Evidence show s that improving comprehension strategies has a high impact on progress in reading.	2
<i>Engaging with school-led tutoring programme for pupils whose education has been most impacted by the pandemic</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support children who are falling behind, both one-to one and in small groups	2

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

Budgeted cost: £ 40 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole school staff training on Emotion Coaching	A universal approach to behaviour such as Emotion Coaching has a positive effect on pupil and staff well-being.	4
<i>Home School Link Worker to provide support to families where attendance needs improving</i>	Dfe published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2	4
<i>Disadvantaged children to be able to participate in enrichment and enhancement activities through extracurricular clubs and funded educational visits</i>	EEF recognise that enrichment activities have intrinsic benefits for all children	6

**Total budgeted cost: £ 186 000**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however internal assessments during 2020/21 indicated that performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

The outcomes we aimed to achieve in our previous strategy by the end of 20/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of Google Classroom.

Although overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
N/A	