



Bearwood Primary School

**Pupil Premium Grant
Three Year Strategy Statement
2021-2024**

Bearwood Primary School's Three-Year 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	290
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Ms Kay Clarke (SENCO)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£6,380
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	£58,835

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At Bearwood Primary School we have high expectations of *all* our children, irrespective of their background or personal challenges, and our aim is for each child to reach their full potential. Our belief is that a child's life chances should not be restricted by their family background or environment in which they are raised.

We believe in the importance of high level, quality first teaching for all, and helping children to 'keep up not catch up' is an integral part of our philosophy. A major element of our pupil premium strategy is to focus on whole school projects, with targeted staff CPD, that will have a strong impact on teaching and learning for both disadvantaged and non-disadvantaged children.

As recommended by the DfE we have developed a three-year plan so that we are able to have a long-term vision which is aligned to our School Development Plan. This will enable us to embed our key strategies for maximum impact.

Objectives

Our long-term objectives are:

- ✓ To overcome barriers to learning caused by poverty, background and personal/family circumstances
- ✓ To narrow the attainment gap between disadvantaged pupils and their peers
- ✓ For disadvantaged pupils to have equal access to the rich extra-curricular provision on offer at Bearwood
- ✓ For all children, regardless of background, to be self-confident, resilient and to have ambition
- ✓ To narrow the language gap between disadvantaged and non-disadvantaged pupils so that all pupils can communicate effectively. This will have a positive impact on their attainment, self-confidence and ultimately employability.
- ✓ To support pupils to look after their mental health and well-being so they can take advantage of learning opportunities and develop into well-rounded individuals

How does your current pupil premium strategy plan work towards achieving those objectives?

We aim to focus on a small number of priorities each year in key areas. We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact so to allow us to make the biggest difference to our disadvantaged children.

Providing quality first teaching, via an enriched, diverse and challenging curriculum whilst meeting individual needs are central to the Bearwood pupil premium strategy. This also links to our wider school plans for education recovery, including targeted interventions and social and emotional support to assist pupils whose education and/or wellbeing has been most affected by the pandemic. This is in line with the EEF's recommended approach of using a range of strategies in the categories of 'Teaching, Targeted Academic Support and Wider Strategies'.

Challenges

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

Challenge number	Detail of challenge
1	27% of PP children have English as an additional language. Most of these are advanced bilinguals who still need support with grammar and vocabulary which can impact attainment, particularly in writing.
2	29% of PP children are on the SEN register.
3	Attendance 2020-2021 – 57% of PP children had attendance below the school’s target of 96%. 29.5% of PP children demonstrated persistent absence with attendance below 90%.
4	Lockdown and isolation periods – remote learning impacted on ability to support PP children as their misconceptions and gaps in learning were harder to identify and address.
5	Lockdown and isolation periods impacted access to a language rich environment for many PP children, highlighting the language delays which are more prevalent in PP families.
6	Lockdown and isolation periods impacted the well-being and mental health of many PP children and their families.
7	High mobility across all year groups which can impact children’s well-being and learning.

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 skills and language vocabulary	<ul style="list-style-type: none"> • Demonstrated improvements in the use of language and vocabulary through oral and written presentation. • Quality first teaching practice evident when evaluated against the Voice 21 oracy benchmarks.
Improved attendance for PP children	<ul style="list-style-type: none"> • For all PP children to achieve at least the school’s target attendance of 96%. • 100% of PP children to attend events, trips, workshops and residentials with their class. • 100% of PP children to participate in at least one extra-curricular club. • Improved attendance for PP children identified as struggling with anxiety related attendance issues.
Accelerate the progress of PP children in writing	<ul style="list-style-type: none"> • Data to evidence that the progress made by PP

<p>attainment to diminish the difference between PP and non-PP children</p> <p>Increase the number of PP children reaching the higher standard in writing at the end of KS2</p>	<p>children is in line with non-PP children, reducing the difference in in-school gap (currently approximately 18% overall average) by at least 6% year on year until removed.</p> <ul style="list-style-type: none"> • Increase to the number of PP children achieving Greater Depth standard in writing.
<p>Accelerate the progress of PP children in reading attainment to diminish the difference between PP and non-PP children</p> <p>Increase the number of PP children reaching the higher standard in reading at the end of KS2</p>	<ul style="list-style-type: none"> • Data to evidence that the progress made by PP children is in line with non-PP children, reducing the difference in in-school gap (currently approximately 15% overall average) by at least 5% year on year until removed. • Increase to the number of PP children achieving Greater Depth standard.
<p>Accelerate the progress of PP children in maths attainment to diminish the difference between PP and non-PP children</p> <p>Increase the number of PP children reaching the higher standard in reading at the end of KS2</p>	<ul style="list-style-type: none"> • Data to evidence that the progress made by PP children is in line with non-PP children, reducing the difference in in-school gap (currently approximately 19% overall average) by at least 6.5% year on year until removed. • Increase to the number of PP children achieving Greater Depth standard.
<p>Children’s mental health and wellbeing will continue to be supported and access to ‘emotionally available’ adults with interventions by trained Nurture Assistants</p>	<p>PP children facing emotionally challenging events to have received targeted support/intervention for mental health and wellbeing ensuring they are fully prepared for learning in the classroom. This will be evident in progress made across the curriculum.</p> <p>Participation in Children’s Mental Health Week.</p>
<p>Access to enrichment activities, nurture support and uniform support to PP families</p> <p>As a school we break down barriers and create healthy and positive relationships with our families – we recognise the importance of good mental as well as physical health and our responsibility to support these needs in our community</p>	<ul style="list-style-type: none"> • Improved, trusting, relationships with PP families helping them to feel informed, supported and connected with their child’s education. • Demonstrated improvements in use of language enriched by child’s experiences • Each PP child to have attended at least one free after school club per term • Each PP child to have received an allocation of uniform items as per the school policy.

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: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Voice 21 Whole school Oracy Project</i>	<p>Wokingham Borough Council have promoted the use of this project as schools who have participated in previous years have seen improvements in their children’s oral skills and language vocabulary usage.</p> <p>EEF toolkit supports the use of expenditure in this area. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence from the EEF toolkit show oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress in academic outcomes in the course of an academic year.</p>	1, 2, 4, 5
<i>Nurture Training</i>	<p>Trained Nurture Assistants to attend local network support meetings.</p> <p>Additional training for staff.</p> <p>EEF toolkit supports the use of expenditure in this area: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>According to the EEF, social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes in the course of an academic year.</p>	6, 7

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

Budgeted cost: £ 37,366 (includes Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading and writing and maths interventions for PP and SEN	Programmes recommended at WBC schools planning meetings attended by education professionals from	1, 2, 3, 4, 5, 7

<p>children.</p>	<p>varying areas of education.</p> <p>EEF toolkit supports the use of expenditure in this area</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Racing to English programme to support early stage EAL learners</p>	<p>Recommended by WBC’s EAL consultant. Widely used by Wokingham schools with evidence of a positive impact.</p> <p>EEF toolkit supports the use of expenditure in this area.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition has an average impact of 4 months’ additional progress over the course of a year.</p>	<p>1, 7</p>
<p>Targeted NELI language intervention for EYFS children, including EAL and PP</p>	<p>EEF research suggests oral language interventions can help disadvantaged pupils to catch up with their peers.</p> <p>EEF toolkit supports the use of expenditure in this area.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.teachneli.org/</p> <p>Research showed that Reception aged children made 3 months additional progress after completing the NELI programme.</p> <p>Studies have demonstrated the importance of focussing on language development in the early years:</p> <p>Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011).</p>	<p>1, 5, 6</p>

	<p>One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five. (Save The Children, 2016)</p> <p>One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016)</p> <p>Children with poor speech, language and communication get fewer GCSE A-C grades than their peers. 15% achieve 5 A*-C GCSEs compared with 57% of all young people (Bercow, 2008).</p>	
<i>SALT Interventions</i>	<p>Programmes provided by Speech and Language Therapist.</p> <p>EEF toolkit supports the use of expenditure in this area.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 4, 5, 6
Headphones for use in class	<p>Headphones allow children receiving interventions or undertaking targeted support programmes online during class time to focus on the programmes without being distracted by other activity within the classroom, or them themselves distracting their peers.</p>	2, 4, 5
Tutoring - Use of a National Tutoring Programme approved tutor partner to provide 1-1 tutoring	<p>The Government has allocated funding which is ring-fenced for the use of catch-up tutoring.</p> <p>https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant</p> <p>‘The NTP is intended to help close the education gap which widened as a result of COVID-19. We know that disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home.’ (p7 School-Led Tutoring Guidance)</p> <p>The EEF toolkit supports the use of tutoring, demonstrating an average of 5 months’ additional progress.</p> <p>https://educationendowmentfoundation.org.uk/edu</p>	1, 2, 4, 5

	<p>cation-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Research shows that one-to-one tutoring can also increase resilience:</p> <p>‘Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils’ confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.’ (p6 School-Led Tutoring Guidance – see above).</p>	
<p>ABC to read charity trained volunteers to work with specific children to improve their reading attainment / attitude to reading (cost is £360 per volunteer for 3 children for 1 year)</p> <p>https://www.abctoread.org.uk/schools/</p>	<p>The programme has successfully run in a number of schools in Berkshire.</p> <p>The results of a recent schools’ survey showed that of the children who had an ABC volunteer working with them:</p> <p>99% improved their attitude to reading 98% improved reading accuracy 96% improved reading comprehension 93% improved their general confidence and self-esteem 85% increased their reading levels</p> <p>https://www.abctoread.org.uk/schools/school-evaluations/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £ 15,348

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
<i>Nurture Interventions</i>	<p>Recommend WBC programmes. Identified support staff attended training in 2020-2021 to become nurture assistants.</p> <p>EEF toolkit supports the use of expenditure in this area: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1-6
<i>Additional support for PP families, including financial</i>	<p>EEF toolkit supports the use of expenditure in this area: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 4, 5, 6
<i>Children's Mental Health Week</i>	<p>EEF toolkit supports the use of expenditure in this area: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
<i>Support for children new to Bearwood</i>	<p>Baseline assessments and EAL initial English language assessments to identify needs and identify any gaps in learning.</p> <p>Buddy system</p> <p>Contact with previous schools to ensure a smooth transition.</p>	1, 7
<i>Attendance Awards/Rewards /Incentives</i>	<p>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school:</p> <p>'In general, the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2'</p> <p>DfE – The link between absence and attainment at KS2 and KS4</p> <ul style="list-style-type: none"> • Attendance is monitored daily • Letters of concern and meetings with parents to provide support to achieve good attendance • Bronze, silver and gold medal awards to reward attendance • The school newsletter includes attendance 	1, 3, 4, 5

	percentages for each class with a weekly class award for the highest attendance.	
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Total budgeted cost: £58,964

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19 Bearwood Primary School was unable to fully implement the planned actions to support children in receipt of Pupil Premium. Periods of partial closure and mandatory isolation impacted on the children's education, despite the school remaining open for keyworkers and vulnerable children, many of whom were on the PP register during this time.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Academic year 2020-2021 Allocation = £49,765				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Evaluation Autumn 2021
Introduce Accelerated Reader to the school – investment in books required	Children make rapid progress in reading and writing.	Children will read a range of high-quality books, introducing them to new vocabulary and wider experiences. Evidence shows that limited vocabulary negatively impacts on reading and writing ability.	<ul style="list-style-type: none"> - Investment in books. - Training for teachers. - Ordered library. - Workshops for parents. 	<p>All of the KS2 teachers have received training covering: how to use the software and assess children. The school has one hour's CPD each year to further develop our understanding of how best to use AR to support all children. Recently we had training on Star Early Reader for assessing and supporting children who are not yet independent readers.</p> <p>Children have all had a number of benchmark assessments to give them their required reading level so they can choose appropriate books with the right level of challenge for their comprehension.</p> <p>Children are now using the software and are confidently reading, changing and quizzing themselves. Teachers are using the software by accessing diagnostic reports to sup-</p>

				port with monitoring and measuring progress and implementing appropriate interventions which focus on children's individual gaps. The programme is now embedded within school.
Embed the White Rose Maths Mastery approach	Children make rapid progress in maths.	The mastery approach to the teaching of maths ensures high expectations for all, small steps learning, thorough embedment and the closing of gaps.	<ul style="list-style-type: none"> - White Rose professional development programme for teachers. - Investment in concrete resources. 	<p>Every class teacher received full WRM training covering: Concrete, Pictorial and Abstract, Bar Modelling, Mathematical Talk and Questioning, Reasoning and Problem Solving and importantly Thinking Through Variation.</p> <p>*Additional support (Waves) in place for phrase not making the expected progress.</p> <p>Every class has state-of-the-art manipulatives to support and extend every child. This provision had a direct impact on children's learning evidenced in the increase in children's progress.</p>
Total budgeted cost: £14,169				

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Evaluation Autumn 2021
Appoint Inclusion Lead	Improved oversight of PP children	We need a more strategic approach, with someone who is tasked to ensure provision for PP children is effective.	<ul style="list-style-type: none"> - Rigorous application process. - Experienced person appointed. - Person has time to fulfil the role. 	New Inclusion Lead appointed and in place with responsibility for overseeing Pupil Premium.

Planned coherent curriculum ensuring progress, especially for disadvantaged. A particular focus will be on the development of literacy skills.	PP children make accelerated progress from starting points.	To make sure children keep up with age-related rather than need to catch-up. Ensuring there are no gaps in learning.	<ul style="list-style-type: none"> - Time for teachers to review and plan new curriculum. - Invest in resources for the new curriculum. - Teacher professional development, so they implement the new curriculum in line with the latest research on how children learn. 	
Total budgeted cost : £23,509				

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review Autumn 2021
Introduce a rigorous approach to the management of attendance as part of an updated attendance policy.	The attendance rate of PP children will be close to in-line with the whole school.	A rigorously implemented approach to the management of attendance should help to improve our attendance rate, including for our PP children.	<ul style="list-style-type: none"> - Make sure all staff are aware of the policy. - Make sure all parents are aware of the policy. - Keep accurate records of the policy's implementation. 	Due to continued periods of lockdown and mandated isolation the schools improved approach to the monitoring and management of attendance was not able to be as effective as it could be. This target will be carried forward to the new year so it is able to be fully implemented and have the desired impact.
Support to finance school trips, uniform and extra-curricular activities.	Ensure high self-esteem and widen experiences.	To help ensure PP children do not feel deprived compared to their peers.	<ul style="list-style-type: none"> - Make it easy for parents of PP children to apply for support with funding. 	In line with the school's policy the school provided the following offer to PP families: <ul style="list-style-type: none"> • Four free items of uniform, with logo, per year • One free after school club per term • Financial subsidies for off-site visits and events
Total budgeted cost: £ 12,087				

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
Spelling Shed	Education Shed
Accelerated Reader	Renaissance Products

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

- High mobility across all year groups can affect the school's ability to fully evaluate and review the outcomes of the long-term strategies implemented.
- Some of the targeted reading, writing and maths interventions we use or plan to use include mathematics, Times Table Rock Stars, Teach Your Monster, Precision Teaching, Bear Necessities and Spelling Shed
- Further evidence for the use of specific targeted reading, writing and maths interventions:

Bear Necessities reading intervention:

'Most children are reading above their age after one term's intervention' (Bear Necessities <https://www.soundfoundations.co.uk/2015/05/how-bear-necessities-works>)

Times Tables Rockstars:

Testimonials from teachers all over the world demonstrate that TTRS boosts mathematical ability, speed and confidence.

<https://trockstars.com/page/showcase>