



**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	266
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Ms Kay Clarke (SENCO)
Governor / Trustee lead	

### Funding overview

Detail	2021-2022	2022-2023	2023-2024
Pupil premium funding allocation this academic year	£52,455	£66,810	£68,205
Recovery premium funding allocation this academic year	£6,380	£3,262	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
<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	£58,835	£70,072	£74,440

### 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	30% (22/23 - 32%) of PP children have English as an additional language. Most of these are advanced bilinguals who still require support with grammar and vocabulary which can impact attainment, particularly in writing. There is also an increasing number of 'new arrivals' from abroad who are at the very early stages of learning English.
2	21% (22/23 - 24%) of PP children are on the SEN register.
3	Attendance 2022/2023 – 69.8% (22/23 - 67%) of PP children had attendance below the school's target of 96%. 37% (39% in 21/22) of PP children demonstrated persistent absence with attendance below 90%.
4	Lockdown and isolation periods – remote learning impacted on the school's 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"> <li>• Demonstrated improvements in the use of language and vocabulary through oral and written presentation.</li> <li>• Quality first teaching practice evident when evaluated against the Voice 21 Oracy benchmarks.</li> </ul>
Improved attendance for PP children	<ul style="list-style-type: none"> <li>• For all PP children to achieve at least the school's target attendance of 96%.</li> <li>• 100% of PP children to attend events, trips, workshops and residentials with their class.</li> <li>• 100% of PP children to participate in at least one extra-curricular club.</li> </ul>

	<ul style="list-style-type: none"> <li>• Improved attendance for PP children identified as struggling with anxiety related attendance issues.</li> </ul>
<p>Accelerate the progress of PP children in writing 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>	<ul style="list-style-type: none"> <li>• 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 18% overall average) by at least 6% year on year until removed.</li> <li>• Increase to the number of PP children achieving Greater Depth standard in writing.</li> </ul>
<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"> <li>• 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.</li> <li>• Increase to the number of PP children achieving Greater Depth standard.</li> </ul>
<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"> <li>• 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.</li> <li>• Increase to the number of PP children achieving Greater Depth standard.</li> </ul>
<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"> <li>• Improved, trusting, relationships with PP families helping them to feel informed, supported and connected with their child’s education.</li> <li>• Demonstrated improvements in use of language enriched by child’s experiences</li> <li>• Each PP child to have attended at least one free after school club per term</li> <li>• Each PP child to have access to an allocation of uniform items as per the school policy.</li> </ul>

### 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 £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Voice 21 Whole school Oracy Project – training and mentoring from the Voice 21 organisation</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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></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

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

Budgeted cost: £ 51,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading and writing and maths interventions for PP and SEN children.	<p>Programmes recommended at WBC schools planning meetings attended by education professionals from varying areas of education.</p> <p>EEF toolkit supports the use of expenditure in this area  <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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3, 4, 5, 7

<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></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>EAL Support Group for children at a more advanced stage of learning English, who need support for grammar and writing.</p>	<p>EEF research suggests that small group tuition is an effective strategy and can should be considered as part of a school's pupil premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 5</p>
<p>Targeted NELI language intervention for EYFS and KS1 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://www.teachneli.org/">https://www.teachneli.org/</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></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
<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><a href="https://www.abctoread.org.uk/schools/">https://www.abctoread.org.uk/schools/</a></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><a href="https://www.abctoread.org.uk/schools/school-evaluations/">https://www.abctoread.org.uk/schools/school-evaluations/</a></p>	1, 2, 3, 4, 5, 6



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture Interventions</i>	<p>Recommend WBC programmes. Identified support staff attended training in 2020-2021 and another member of staff in 2022-2023 to become nurture assistants.</p> <p>EEF toolkit supports the use of expenditure in this area:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1-6
<i>Additional support for PP families, including financial</i>	<p>EEF toolkit supports the use of expenditure in this area:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 4, 5, 6
<i>Children's Mental Health Week and ongoing focus on mental health – e.g. through assemblies</i>	<p>EEF toolkit supports the use of expenditure in this area:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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

	<p>Meetings with parents of new arrivals from abroad to gather background information before the child starts at Bearwood.</p> <p>Bilingual parent workshops and coffee mornings for our new families from Hong Kong to help them understand the English system of education and how to support their children (using our Cantonese speaking LSA)</p>	
<p><i>Attendance Awards/Rewards /Incentives</i></p>	<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"> <li>• Attendance is monitored daily</li> <li>• Letters of concern and meetings with parents to provide support to achieve good attendance</li> <li>• Bronze, silver and gold medal awards to reward attendance</li> <li>• The school newsletter includes attendance percentages for each class with a weekly class award for the highest attendance.</li> </ul>	<p>1, 3, 4, 5</p>

**Total budgeted cost:** £74,440

**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 2022 to 2023 academic year.

Action	Intended outcome	How did you ensure it was implemented well?	Evaluation Autumn 2023
<p><i>Voice 21 Whole school Oracy Project</i></p>	<p>Improved oral skills and language vocabulary</p>	<p>2022- 2023 We continued to have support from our Voice 21 mentor until December 2022. We then implemented the Voice 21 strategies in school:</p> <ul style="list-style-type: none"> <li>• Oracy Team</li> <li>• Tasks given to teachers every fortnight and the impact monitored</li> <li>• Listening walks to monitor progress</li> <li>• Online Portfolio to record our Oracy journey</li> </ul>	<p>The key priority for 2022-2023 was developing children’s use of vocabulary and explicitly planning for Oracy across the curriculum.</p> <p>Staff built on the first year’s Voice 21 work and ensured that all classes used an Oracy framework, listening ladder and paired talk.</p> <p>The Voice 21 Lead delivered staff training in January and April 2023 to introduce key Voice 21 ideas and strategies to develop vocabulary. Teachers tried out a variety of strategies including focussing on teaching tier 2 and tier 3 vocabulary, creating word webs and planning opportunities for children play barrier games and to ‘talk like an expert’. The Oracy team supported staff to include these ideas in lessons across the curriculum.</p> <p>Lesson observations, including ‘deep dives’ from external partners, demonstrated that key Oracy strategies such as modelling language, think-pair-share, explicit teaching of key vocabulary and the use of sentence stems is being used effectively throughout the school and in a variety of subjects.</p> <p>At the end of the academic year, The Voice 21 Lead and Champion created an Oracy Toolkit to support teachers with their planning. This is to be introduced and used in the academic year 2023 – 2024 to help staff embed Oracy into all subjects of the curriculum</p> <p>Voice 21 is a long-term project and will continue into 2023-2024. The school has re-joined Voice 21 and the Voice 21 Lead and Champion will be attending two training days in London. The focus for 2023-2024 is to embed planning for Oracy across the curriculum and to introduce discussions and formal</p>

			presentations / debates at an age-appropriate level in all classes. Voice 21 will provide a mentor who will come into school to support this work.
Nurture Training	To have a trained Nurture assistant in KS1 to deliver Nurture sessions and support children's mental health and well-being	<ul style="list-style-type: none"> <li>Choose a suitable LSA to attend the training.</li> <li>Ensure the LSA is given time to attend the training and do any homework tasks</li> </ul>	<p>One new LSA has completed the Nurture training and started delivering Nurture sessions in Key Stage One. Seven children received Nurture support in the year 2022 – 2023.</p> <p>Weekly nurture sessions with the trained Nurture Assistant have helped the children to develop the social and emotional skills, resilience and positive behaviours needed to cope and thrive in school.</p> <p>The trained Nurture Assistant will continue to deliver Nurture sessions in the next academic year. Some children will continue sessions to further develop their skills and other children who have been waiting for nurture will start their sessions.</p>

Action	Intended outcome	How did you ensure it was implemented well?	Evaluation Autumn 2022
Targeted reading and writing and maths interventions for PP and SEN children.	To improve reading, writing and maths skills.	<ul style="list-style-type: none"> <li>Targeted interventions based on individual needs</li> <li>Use of recommended, evidence-based interventions</li> <li>Monitor the impact</li> </ul>	<p>A number of interventions were used 2022-2023 including Bear Necessities reading, precision teaching and Plus 1 maths.</p> <p>Six children did the Bear Necessities intervention. Of these, four successfully completed the programme, one made good progress but left half-way through the year and one has made progress but needs to continue.</p> <p>Seven children had precision teaching for reading and four for spelling. All eleven children made progress.</p> <p>Twelve children started the Plus 1 maths intervention. Of these, three made progress but left the school before they could complete the programme. Five children successfully completed the programme, two made progress but need</p>

			to continue and two made limited progress and will be offered alternative support 2023 – 2024.
Racing to English programme to support early stage EAL learners	To build EAL learner’s English vocabulary and develop their listening and speaking skills.	<ul style="list-style-type: none"> <li>• Trained LSAs delivering the programme</li> </ul>	<p>During the academic year 2022-2023, six KS1 children and seven KS2 children had the Racing to English intervention. Three of these children left Bearwood during the academic year.</p> <p>All made good progress with their language acquisition and most no longer need the intervention.</p> <p>Only two children, who also have additional special educational needs, will be continuing in the next academic year.</p>
Targeted NELI language intervention for EYFS children, including EAL and PP	Improve the spoken language ability of children in Reception classes.	<ul style="list-style-type: none"> <li>• Trained LSA delivering the programme</li> </ul>	<p>Five children had the NELI early language intervention at some stage in Reception in the academic year 2022 - 2023. Of those, four made good progress and by the end of the programme their language skills were judged to be average or above. One child made progress however, not enough to complete the programme. They are now continuing NELI in Year 1 with a trained member of staff. NELI will begin in Reception in January 2024 once a key member of staff has completed their training.</p> <p>For the academic year 2023 – 2024, another LSA will be trained to deliver the programme in KS1.</p>
<i>SALT Interventions</i>	Improve children’s speech and language.	<ul style="list-style-type: none"> <li>• Follow therapy plans provided by the SLT</li> <li>• Train LSAs to deliver the programmes effectively</li> <li>• Monitoring documents to monitor progress</li> </ul>	<p>Eleven children in KS1 and four children in KS2 had regular SALT sessions with a trained LSA. Of these, five children made good progress, met all their targets and no longer need SALT. One child left and the rest made progress towards their personal targets.</p> <p>The SLT discussed all the children on her list at a caseload meeting with the Senco, assessed five children and sent reports with therapy plans.</p>

Headphones for use in class	Allow children to focus on online interventions without disturbing the class.	<ul style="list-style-type: none"> <li>• Purchase headphones and share out to all classes</li> </ul>	Staff have been very positive about the impact of the headphones. They have been used by children using the Nessy, Spelling Shed and other online interventions and have helped the children to focus without disrupting the rest of the class. More headphones will be purchased in autumn 2023.
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 <a href="https://www.abctoread.org.uk/schools/">https://www.abctoread.org.uk/schools/</a>	To improve reading attainment	<ul style="list-style-type: none"> <li>• Choose children who would most benefit from having a volunteer</li> <li>• Ensure children do not miss any core subjects when attending ABC to Read sessions</li> <li>• Teachers to liaise with the volunteer to personalise the support</li> </ul>	It took a long time for the ABC to Read charity to find a suitable volunteer to support children in Bearwood and one was not found until July 2023. This volunteer will start working with three pupil premium pupils in Y5 / Y6 in September 2023. There will also be another pupil premium pupil who will be a 'back-up' in case one of the chosen three are absent on the day the volunteer comes into school.

Action	Intended outcome	How did you ensure it was implemented well?	Review Autumn 2023
<i>Nurture Interventions</i>	To support children's mental health and emotional wellbeing.	<ul style="list-style-type: none"> <li>• Use of trained Nurture assistants</li> <li>• Resource packs and books available.</li> <li>• Baseline and end of support monitoring.</li> </ul>	Weekly nurture sessions with the trained Nurture Assistants in KS1 and KS2 have helped children to develop the social and emotional skills, resilience and positive behaviours needed to cope and thrive in school.  The trained Nurture Assistants will continue to deliver Nurture sessions in the next academic year. Some children will continue sessions to further develop their skills and other children who have been waiting for nurture will start their sessions.
<i>Additional support for PP families, including financial</i>	To ensure that disadvantaged pupils have access to the same	<ul style="list-style-type: none"> <li>• Financial support provided to PP families to ensure all PP children attended school trips and inhouse workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of PP children attended school trips, including residential, and school-based specialist workshops.</li> <li>• All applications for funding for school uniform approved by the Headteacher and items provided to families.</li> </ul>

	<p>additional provision and enriched learning opportunities as their peers. To ensure that disadvantaged pupils have a school uniform.</p>	<ul style="list-style-type: none"> <li>Families reminded of financial support and opportunities available for PP children</li> </ul>	<ul style="list-style-type: none"> <li>Low uptake of enrichment clubs for PP children. This will remain a focus for 2022-2023.</li> </ul>
<p><i>Children's Mental Health Week</i></p>	<p>To improve children's mental health</p>		<ul style="list-style-type: none"> <li>All classes took part in children's mental health week. There is a regular focus on mental health in PSHE lessons and in assemblies. Following an anti-bullying online assembly last year, children made positivity boxes which are still used across the school. Some classes also have worry boxes so children can privately share their anxieties with staff</li> </ul>
<p><i>Support for children new to Bearwood</i></p>	<p>Ensure a smooth transition. Ensure the right support is put in place for EAL and SEN children.</p>	<ul style="list-style-type: none"> <li>Contact previous school when possible</li> <li>EAL initial language assessments and recommendations for staff for EAL new arrivals</li> <li>Meetings with parents / carers of new arrivals from abroad</li> </ul>	<ul style="list-style-type: none"> <li>Meetings were held with the parents / carers of ten newly arrived children from abroad. These meetings supported the smooth transition of these children as they were able to see their classroom and meet their teacher before starting at Bearwood. They also helped teachers to learn more about the children's background and language acquisition.</li> <li>Seventeen EAL new arrivals had an initial language assessment as they had limited English. This enabled extra support to be quickly put in place to support these children.</li> <li>Obtaining information from children's previous schools has helped to ensure smooth transition, especially for children with SEND.</li> <li>Buddy systems and emotional support helped children to settle in quickly.</li> <li>Our bilingual LSA held a coffee morning to welcome new families from Hong Kong to Bearwood. Parents found it helpful to find out more about the school and have opportunities to ask questions and give their views in their first language, Cantonese.</li> </ul>

<p><i>Attendance Awards/Rewards /Incentives</i></p>	<p>To reduce the attendance gap between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> <li>• Weekly monitoring of class attendance</li> <li>• Weekly attendance cup for class with highest attendance</li> <li>• Class weekly attendance percentages published in newsletter</li> </ul>	<p>Attendance:</p> <table border="1" data-bbox="1126 209 2074 507"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94.2%</td> <td>94.81%</td> <td>94.61%</td> </tr> <tr> <td>PP Children</td> <td>93.4%</td> <td>92.59%</td> <td>90.52%</td> </tr> <tr> <td>Non-PP Children</td> <td>95.1%</td> <td>94.81%</td> <td>95.39%</td> </tr> <tr> <td>PP Children - Persistent Absence (&lt;96%)</td> <td>57.4%</td> <td>54%</td> <td>53.19%</td> </tr> <tr> <td>Non-PP Children – Persistent Absence (&lt;96%)</td> <td>48.4%</td> <td>47.22%</td> <td>31.2%</td> </tr> </tbody> </table> <p>Overall the average whole school attendance has remained in line with previous years, however there has been a year on year improvement in the average attendance of PP children. This has caused the gap between average attendance for PP and non-PP children to reduce.</p> <p>Whilst there has been an increase in the average attendance of PP children there has also been an increase in the percentage of children with persistent absence, for both PP and non-PP children.</p> <p>These outcomes confirm that further improvements are required in order to meet the school’s target of 96% and attendance will therefore continue to be a focus for 2023-2024.</p>		2022-2023	2021-2022	2020-2021	Whole School	94.2%	94.81%	94.61%	PP Children	93.4%	92.59%	90.52%	Non-PP Children	95.1%	94.81%	95.39%	PP Children - Persistent Absence (<96%)	57.4%	54%	53.19%	Non-PP Children – Persistent Absence (<96%)	48.4%	47.22%	31.2%
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### 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
Nessy Reading and Spelling	Nessy

### 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>