



Bearwood Primary School

**Pupil Premium Grant
Three Year Strategy Statement
2024-2027**

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 2024 to 2025 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	256
Proportion (%) of pupil premium eligible pupils	47 18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2026
Date this statement was published	1 st December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Ms Kay Clarke (SENCO)
Governor / Trustee lead	

Funding overview

Detail	2024-2025	2025-2026	2026-2027
Pupil premium funding allocation this academic year	£32,665		
Recovery premium funding allocation this academic year	£0.00		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00		
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	£32,665		

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 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	24% (23/24 - 30%) 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. A small number are 'new arrivals' from abroad who are at the early stages of learning English.
2	35% (23/24- 21%) of PP children are on the SEN register.
3	Attendance: 38% of PP children had attendance below the school's target of 96%. 14.8% of PP children demonstrated persistent absence with attendance below 90%.
4	Attainment in English and Maths for PPG pupils is lower than non-disadvantaged pupils, especially in writing.
5	Increased anxiety, decreased resilience and self-confidence and ability to regulate emotions seen in some of our vulnerable pupils.
6	Assessments, observations and discussions indicate underdeveloped oral language skills and vocabulary gaps amongst our disadvantaged pupils.
7	Cost of living crisis has impacted some families, impacting their ability to pay for experiences that enhance their children's lives.
8	For our 'hard to reach' PP families, lower parental engagement and parents' own abilities to support children is more limited.
9	High mobility across all year groups which can impact children's well-being and learning.

Intended outcomes 2024 - 2027

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 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%. Improved attendance for PP children identified as struggling with anxiety related attendance issues.
Improved oral skills and language vocabulary across the curriculum.	<ul style="list-style-type: none"> Demonstrated improvements in the use of language and vocabulary through curriculum discussion and written presentation. Pupils able to talk and write 'like an expert' across the curriculum, evidenced through discussions and written work.

	<ul style="list-style-type: none"> • Quality first teaching practice evident when evaluated against the Voice 21 Oracy benchmarks.
<p>Accelerate the progress of PP children in reading, writing and maths to diminish the difference between PP and non-PP children</p> <p>A greater proportion of PP children will reach the expected standard or higher at the end of the academic year.</p>	<ul style="list-style-type: none"> • Data to evidence that the progress made by PP children across the school is in line with non-PP children, reducing the difference in in-school gap.
<p>Increase PP's resilience, self-confidence and emotional wellbeing so that all children are emotionally equipped to be able to participate in their learning.</p>	<ul style="list-style-type: none"> • Pupils will develop strategies to support emotional regulation and resilience so they are ready to learn. • Children who find it learning challenging will be able to engage in learning and work independently • Engagement with outside agencies such as MHST will support pupil's emotional wellbeing.
<p>Access to enrichment activities and uniform support to PP families</p> <p>Enrichment activities supported financially for those families unable to pay for school trips and clubs.</p> <p>Provide a range of experiences for children, building their cultural capital</p>	<ul style="list-style-type: none"> • Each PP child to have attended at least one free after school club per term • Each PP child to have access to an allocation of uniform items as per the school policy. • Pupils learning is enriched by having access to a range of cultural experiences. • 100% of PP children to attend events, trips, workshops and residential with their class. • 100% of PP children to participate in at least one extra-curricular club
<p>Increased parental engagement for our hard to reach PP families</p>	<ul style="list-style-type: none"> • Increased attendance at parents' evenings and events. • Increased support for home learning. • Parents access support from outside agencies as necessary (guided by professionals)

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 £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p><i>Continued quality CPD for staff –</i></p> <ul style="list-style-type: none"> <i>A particular focus on curriculum progression, assessment for learning ,metacognition, reading fluency and writing.</i> <i>Ensure all staff are aware of the gaps in prior learning and that their planning focuses on narrowing these gaps.</i> <i>Mentoring / training of ECTs and new staff</i> <i>Use of Tom Sherrington Walk Thrus and Voice 21 Oracy</i> <i>PPG pupils discussed at pupil progress meetings and are a focus group for ‘book looks’</i> 	<p>EEF Guide to the Pupil Premium, Sept 2024</p> <p><i>High quality teaching</i> <i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.</i></p> <p>Ofsted report, June 2024, identified curriculum progression in the wider curriculum and identifying gaps in learning as next steps for development.</p>	1, 2, 4, 6
<p>Oracy and Collaborative Learning Approach</p> <p><i>Voice 21 Whole school Oracy Project – continued staff CPD</i></p> <p><i>Focus on vocabulary and sentence structures, especially ‘talk like an expert’, across the curriculum.</i></p>	<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.</p>	1, 2, 4, 6

<p><i>Develop the use of discussion groups and collaborative, discussion-based learning tasks across the curriculum.</i></p>	<p>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> <p>Voice 21 website demonstrates the importance of having an Oracy focus for disadvantaged pupils</p> <p><i>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11, up from 1.6 times at age 5.</i></p> <p><i>EEF Collaborative learning approaches</i></p> <p><i>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Structured approaches with well-designed tasks lead to the greatest learning gains.</i></p> <p><i>Most of the positive approaches include the promotion of talk and interaction between learners.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading, writing and maths interventions for PP, EAL and SEN children.</p> <p>These will include:</p> <ul style="list-style-type: none"> Plus 1 maths Phonics Words First Bear Necessities Precision Teaching 	<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</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><i>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.</i></p> <p><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i></p>	<p>1, 2, 4, 6</p>
<p>EEF Reading Fluency Project trial</p> <p>Take part in the EEF Reading Fluency Project trial for Y6 pupils.</p> <p>Prioritise PPG pupils</p> <p>Aim is to increase reading comprehension in UKS2 children currently working below EXP.</p> <p>Intervention is delivered by class teachers.</p>	<p><i>EEF identified developing reading fluency as a high impact approach in its KS2 Literacy Guidance Report.</i></p>	

<p><i>Racing to English programme to support early stage EAL learners</i></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, 4, 6</p>
<p><i>EAL Support Group for children at a more advanced stage of learning English, who need support for grammar and writing.</i></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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p><i>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p>	<p>1, 4, 6</p>
<p><i>Targeted NELI language intervention for EYFS and KS1 children, including EAL and PP</i></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>1, 4, 6</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>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>	
<p>SALT Interventions</p> <p><i>Training will be provided for LSAs to deliver SALT sessions, planned for by the school therapist.</i></p> <p><i>Senco will attend SALT caseload meetings to discuss pupils and ensure they get the right support.</i></p>	<p>Focus on EYFS and KS1 – put in place early support.</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>2, 4, 6</p>

<p>ABC to Read</p> <p>ABC to read charity trained volunteers to work with specific children to improve their reading attainment / attitude to reading</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 the 2023 – 2024 schools’ survey showed that of the children who had an ABC volunteer working with them, 93% increased their reading levels and 99% increased their confidence in reading.</p> <p>www.abctoread.org.uk/schools/school-evaluations/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>4, 5</p>
<p>Temporary smaller Class Size for Year 5 during SATs preparation time</p> <p>Employment of a temporary additional teacher to teach some year 5 children, to allow the Y5 /6 teacher to focus on preparing Y6 for SATs.</p> <p>The aim is for the year 6 and year 5 children to work in smaller groups with a focus on quality first teaching to improve pupil attainment and self-confidence.</p>	<p>‘The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive’</p>	<p>4, 5</p>

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

Budgeted cost: £ 11,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social and Emotional learning approaches</i></p> <p><i>Nurture</i></p> <p><i>Nurture Interventions – delivered by trained Nurture Assistants</i></p> <p><i>1-1 Nurture sessions, prioritising PP pupils, with trained Nurture Assistants in KS2. Nurture Assistants to attend LA supervision sessions to develop their skills.</i></p> <p><i>Social skills group in KS1 to develop skills such as turn-taking and listening.</i></p> <p><i>Therapeutic Thinking approach / behaviour policy – restorative conversations</i></p> <p><i>Mentor /sports coach to work with key children in UKS2</i></p>	<p>Recommend WBC programmes – Nurture</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> <p><i>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.’</i></p> <p><i>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</i></p> <p><i>‘Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.’</i></p>	<p>6, 3</p>
<p><i>Resilience and Perseverance developed through school values</i></p> <p>Values assemblies and Value of the term</p>	<p>Government report, School-aged years high impact area 1: supporting resilience and wellbeing (2021) recognised the importance of developing resilience in children, particularly those who experience difficulties in life.</p>	

<p>SMSM (spiritual, moral, social, cultural) assemblies PSHE lessons Growth mindset award for each class on Fridays</p>	<p>https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/school-aged-years-high-impact-area-1-supporting-resilience-and-wellbeing</p> <p><i>'Promoting children's and young people's resilience is an important part of a public health approach to securing good outcomes for this age group.'</i></p> <p><i>'Developing resilience in children and young people is critical to enabling them to achieve the best possible outcomes regardless of the difficulties they may face.'</i></p>	
<p><i>Additional support for PP families, including financial</i></p>	<p>EEF toolkit supports the use of expenditure in this area: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>
<p><i>Increase parental engagement</i></p>	<p>EEF toolkit supports the use of expenditure in this area: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p><i>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p>	<p>8</p>

<p>Focus on mental health and wellbeing</p> <p><i>Mental health week, assemblies, work with MHST (mental health support team), therapeutic approach, Nurture & emotional support from Nurture Assistants, support with transition between year groups and key stages.</i></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>6</p>
<p>Support for children new to Bearwood</p> <p>Baseline assessments and EAL initial English language assessments to identify needs and identify any gaps in learning.</p> <p>Buddy system</p> <p>Check previous school records have been forwarded</p> <p>Contact with previous schools to ensure a smooth transition.</p> <p>Meetings with parents of new arrivals from abroad to gather background information before the child starts at Bearwood.</p> <p>Quickly identify which new children are PPG / EAL / SEND and put in place appropriate support.</p>	<p>Moving to a new school, particularly if a child has arrived from another country or has experienced multiple moves, can be unsettling. It can affect children’s mental health and academic attainment.</p> <p>Children who change schools regularly may struggle with the transition process and find it hard to settle in.</p> <p>Moving between schools can be more common for Travellers, Gypsy and Roma children, for those whose parents or carers are in the Armed Forces, for children and young people with additional learning needs or those who are looked after.</p> <p>Children who are new to the country may also struggle to settle in or feel that they belong in their new school environment.</p> <p>Mentally Healthy Schools https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/school-based-risk-factors/transitions/#:~:text=Multiple%20moves%20can%20be%20particularly,%20self%20esteem%20and%20attainment.</p>	<p>9</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"> • 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 percentages for each class with a weekly class award for the highest attendance. • Support for families who are struggling to get their child into school. 	<p>3</p>
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Total budgeted cost:

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 2023 to 2024 academic year.

Action	Intended outcome	How did you ensure it was implemented well?	Evaluation Autumn 2024
<p><i>Voice 21</i> <i>Whole school</i> <i>Oracy Project</i></p>	<p>Improved oral skills and language vocabulary</p>	<p>2023 – 2024</p> <p>We joined the Voice 21 Elevate Learning course. The Voice 21 Lead (Senco) and Voice 21 Champion (assistant head) attended two training courses in London. A Voice 21 mentor supported the school to implement the programme and provided training for LSAs.</p> <ul style="list-style-type: none"> • Staff CPD sessions • Oracy Team to support Voice 21 Lead & Champion to implement the programme • Listening walks to monitor progress. • Support for new staff 	<p>Listening and learning walks demonstrated that parts of Voice 21 Oracy are clearly embedded in quality first teaching across the curriculum. This includes a focus on tier 2 and tier 3 vocabulary, the use of sentence stems, modelling language and paired talk. There is evidence of children routinely using subject-specific vocabulary, using sentence stems to support their sentence structures and sharing ideas and opinions with a partner.</p> <p>Teachers are explicitly planning Oracy in more subjects and using Oracy to deepen children’s knowledge and understanding of a subject. New history and geography progression documents include refined key questions for discussion and key vocabulary.</p> <p>Following some staff training, teachers are beginning to use Talk Tactics to teach and support small group discussions. All staff have Talk Tactics cards on their lanyards as a prompt to model and use sentence stems in discussions. In classrooms, most tables are in groups of 4 to promote pair- to- fours discussions.</p> <p>‘Talk like an Expert’ tasks are planned in some subjects to teach children to speak, then write, as a subject specialist.</p> <p>Children are given many opportunities in school to speak in front of an audience, including their class, their key stage or whole school in assemblies. Children have grown in confidence in the way they present to their audience.</p> <p>Next steps: Training for new staff, focus on Talk like an Expert to embed it in all subjects and a focus on small group discussions to enhance learning, using ‘fed-in’ facts. The Oracy team will work on progression in Oracy across the school.</p>

Action	Intended outcome	How did you ensure it was implemented well?	Evaluation Autumn 2024
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"> • Targeted interventions based on individual needs • Use of recommended, evidence-based interventions • Monitor the impact 	<p>A number of interventions were used 2023-2024 including Bear Necessities reading, precision teaching and Plus 1 maths.</p> <p>Only one child needed the Bear Necessities intervention in Y3 /4 this year, which demonstrates the success of phonics / reading teaching and interventions in key stage one. This child successfully completed the programme.</p> <p>Six children had precision teaching for reading. One child left mid-year but all the others made progress ranging from 14% - 35% increase in the number of words learnt. Three children had precision teaching for spelling and made progress in the number of words learnt from 11% to 68%.</p> <p>Six children started the Plus 1 maths intervention. One child left mid-year but the rest made good progress – between 17% and 60% - and successfully completed the programme.</p>
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"> • Trained LSAs delivering the programme 	<p>Four children had the Racing to English intervention. All made progress but two of these children left during the academic year and one at the end of the academic year.</p> <p>One child in key stage two also had the programme and other resources including CGP EAL writing book and colourful semantics. He made good progress but has now left the school.</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"> • Trained LSA delivering the programme 	<p>An EYFS LSA was trained to deliver the programme which started in January 2024. Of the five children who started NELI, three made good progress and there are no longer any concerns about their language skills. Two children made some progress but will need further support for their language skills.</p>

<i>SALT Interventions</i>	Improve children's speech and language.	<ul style="list-style-type: none"> Follow therapy plans provided by the SLT Train LSAs to deliver the programmes effectively Monitoring documents to monitor progress 	Six KS2 and three KS1 children had regular SALT sessions with a trained LSA and all made some progress towards their targets. Two children met all their targets and were discharged.
Headphones for use in class	Allow children to focus on online interventions without disturbing the class.	<ul style="list-style-type: none"> Purchase headphones and share out to all classes 	More headphones were purchased this year which has meant that more children can use them for interventions such as Nessy, enabling them to focus and not distract the rest of the class.
ABC to read charity trained volunteers to work with specific children to improve their reading attainment / attitude to reading https://www.abctoread.org.uk/schools/	To improve reading attainment	<ul style="list-style-type: none"> Choose children who would most benefit from having a volunteer Ensure children do not miss any core subjects when attending ABC to Read sessions Teachers to liaise with the volunteer to personalise the support 	<p>The ABC to Read volunteer worked with UKS2 children, once a week on a one-to-one basis. PPG children were prioritised for this support. Staff reported that the support helped to improve the children's confidence and a more positive attitude to reading. Some improvement was seen in reading comprehension, particularly for one child. There was not so much progress made by the 'back-up' children as they only had the support if the key children were absent.</p> <p>Next steps: ABC to Read to continue next year but with a focus on Y5 children as they have more time to make progress before the SATs.</p>

Action	Intended outcome	How did you ensure it was implemented well?	Review Autumn 2024
<i>Nurture Interventions</i>	To support children's mental health and emotional wellbeing.	<ul style="list-style-type: none"> Ensured that Nurture Assistants were trained and had the opportunity to attend some supervision meetings. Rooms booked in advance and timetabled to ensure 	<p>Nine key stage one and six key stage two pupils received Nurture provision in the academic year 2023 – 2024. Children were identified for Nurture by class teachers, Senco and in some cases outside agencies such as WBC Emotional Wellbeing Hub or Early Help after a referral.</p> <p>The majority of the children made good progress and were able to learn some strategies to help them with their mental health and emotional wellbeing.</p>

		<p>sessions took place regularly.</p> <ul style="list-style-type: none"> • Baselines completed by teachers at the start and end to check the impact. 	<p>Where a child still needed support at the end of Nurture, other support was put in place such as working with the school mentor, joining a social skills group or being referred to outside agencies for further assessments and support.</p>																
<i>Additional support for PP families, including financial</i>	<p>To ensure that disadvantaged pupils have access to the same 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"> • Financial support provided to PP families to ensure all PP children attended school trips and inhouse workshops. • Families reminded of financial support and opportunities available for PP children 	<ul style="list-style-type: none"> • 100% of PP children attended school trips and school-based specialist workshops. • All applications for funding for school uniform approved by the Headteacher and items provided to families. • 13 PP children attended an enrichment club in 2023-2024. This is a low uptake and will remain a focus for 2023-2024. 																
<i>Support for children new to Bearwood</i>	<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"> • Contact previous school when possible • EAL initial language assessments and recommendations for staff for EAL new arrivals • Meetings with parents / carers of new arrivals from abroad 	<ul style="list-style-type: none"> • Meetings were held with parents/carers of newly arrived pupils from abroad. • Six 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. Half of these children left by the end of the academic year. • Buddy systems and emotional support helped children to settle in quickly. • Contact was made with previous schools, where possible, to ensure the correct support was put in place for new children. 																
<i>Attendance Awards/Rewards /Incentives</i>	<p>To reduce the attendance gap between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> • Weekly monitoring of class attendance • Weekly attendance cup for class with highest attendance 	<p>Attendance:</p> <table border="1"> <thead> <tr> <th></th> <th>2023-2024</th> <th>2022-2023</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>96%</td> <td>94.2%</td> <td>94.81%</td> </tr> <tr> <td>PP Children</td> <td>95%</td> <td>93.4%</td> <td>92.59%</td> </tr> <tr> <td>Non-PP Children</td> <td>96%</td> <td>95.1%</td> <td>94.81%</td> </tr> </tbody> </table>		2023-2024	2022-2023	2021-2022	Whole School	96%	94.2%	94.81%	PP Children	95%	93.4%	92.59%	Non-PP Children	96%	95.1%	94.81%
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		<ul style="list-style-type: none"> • Class weekly attendance percentages published in newsletter • Meetings with parents / carers where attendance is low 	<table border="1"> <tr> <td data-bbox="1111 151 1621 225">PP Children - Persistent Absence (<90%)</td> <td data-bbox="1621 151 1771 225">14.8%</td> <td data-bbox="1771 151 1921 225">25.9%</td> <td data-bbox="1921 151 2069 225">29%</td> </tr> <tr> <td data-bbox="1111 225 1621 300">Non-PP Children – Persistent Absence (<90%)</td> <td data-bbox="1621 225 1771 300">12.5%</td> <td data-bbox="1771 225 1921 300">13.9%</td> <td data-bbox="1921 225 2069 300">19%</td> </tr> </table>	PP Children - Persistent Absence (<90%)	14.8%	25.9%	29%	Non-PP Children – Persistent Absence (<90%)	12.5%	13.9%	19%	<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>There has also been a decrease in the percentage of children with persistent absence for both non-PP and PP children however the more significant decrease is for PP children.</p> <p>Despite these improvements it is clear 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 2024-2025.</p>
PP Children - Persistent Absence (<90%)	14.8%	25.9%	29%									
Non-PP Children – Persistent Absence (<90%)	12.5%	13.9%	19%									

Summary of impact for 2021 – 2024

Aim	Impact
<p>Oracy</p> <p>Improved oral skills and language vocabulary</p>	<p>Since 2021, there has been a greater emphasis on Oracy across the curriculum. Listening / Learning walks, observations, planning checks and book looks show that tier 2 and tier 3 vocabulary is routinely taught and children are expected to use this vocabulary in their speaking and writing. Paired talk is regularly used and sentence stems and Talk Tactics are helping to improve the quality of talk. Staff training has resulted in teachers and LSAs explicitly modelling and recasting language structures to improve children’s oral language skills. Our next steps will be to develop children’s ability to have high quality small group discussions and ‘speak like an expert’ across the curriculum. The aim will be learn through talk to improve knowledge and understanding.</p>
<p>Attendance</p> <p>Improved attendance for PP children</p>	<p>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%.</p> <p>Attendance 2023 – 2024 – 52% of PP children had attendance below the school’s target of 96%. 24% of PP children demonstrated persistent absence with attendance below 90%.</p>
<p>Writing Attainment</p> <p>Accelerate the progress of PP children in writing attainment to diminish the difference between PP and non-PP children</p>	<p>The attainment gap between PP and non-PP children in writing in 2021 was 18%. In 2024 it is 23.25%.</p>

<p>Reading Attainment</p> <p>Accelerate the progress of PP children in reading attainment to diminish the difference between PP and non-PP children</p>	<p>The attainment gap between PP and non-PP children in writing in 2021 was 15%. In 2024 it is 10.97%.</p>
<p>Maths Attainment</p> <p>Accelerate the progress of PP children in maths attainment to diminish the difference between PP and non-PP children</p>	<p>The attainment gap between PP and non-PP children in writing in 2021 was 19%. In 2024 it is 20.21%.</p>
<p>Mental Health & Emotional Wellbeing</p> <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>Since 2021, there has been more focus on mental health and emotional wellbeing at Bearwood, initially due to the impact of Covid lockdowns. The school now has a trained Senior Mental Health Lead and trained Nurture Assistants provide a bespoke 6 -8 week programme to those children who need support with their emotional wellbeing. The school now also has a learning mentor for key children in Y5 / 6; this role includes offering pastoral support. In 2023 the school introduced a therapeutic behaviour policy with regular training for staff.</p> <p>Bearwood has signed up to work with Wokingham’s Mental Health Support Team in Schools (MHST) from September 2024.</p>

Access to Enrichment Activities

Access to enrichment activities, nurture support and uniform support to PP families

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

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 https://www.spellingshed.com/en-gb/
Accelerated Reader	Renaissance Products https://www.renaissance.com/products/accelerated-reader/
Nessy Reading and Spelling	Nessy https://www.nessy.com/en-gb
Times Tables Rockstars	https://trockstars.com/schools/
NELI: The Nuffield Early Language Intervention	Elklan

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>