



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 | 276 |
| Proportion (%) of pupil premium eligible pupils | 18.5% |
| 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 | December 2022 |
| Date on which it will be reviewed | September 2023 |
| 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 | |
| Recovery premium funding allocation this academic year | £6,380 | £3,262 | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £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 | £70,072 | |

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 | 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 | 24% of PP children are on the SEN register. |
| 3 | Attendance 2020-2021 – 67% of PP children had attendance below the school's target of 96%. 39% 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">• 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. |

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| <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"> • 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. • 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: £7,358

| 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: £ 44,425 (includes Recovery Premium)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Targeted reading and writing and maths interventions for PP and SEN children.</p> | <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>1, 2, 3, 4, 5, 7</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>1, 5, 6</p> |

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| | <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> | |
| <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> | 1, 2, 4, 5 |

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| | <p>The EEF toolkit supports the use of tutoring, demonstrating an average of 5 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-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> <ul style="list-style-type: none"> 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>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: £ 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 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> <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> | 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> | 1, 3, 4, 5 |

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| | <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. | |
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Total budgeted cost: £70,072

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 2021 to 2022 academic year.

| Action | Intended outcome | How did you ensure it was implemented well? | Evaluation Autumn 2022 |
|--|--|--|--|
| <i>Voice 21 Whole school Oracy Project</i> | Improved oral skills and language vocabulary | <ul style="list-style-type: none"> Signed up to Voice 21 with staff access to online training and a mentor Voice 21 Lead and Champion attended training and worked together to implement the project. Oracy Team Tasks given to teachers every fortnight and impact monitored Listening walks to monitor progress Online Portfolio to record our Oracy journey | <p>The Voice 21 Project started in the spring term 2022 with training for the Voice 21 Lead and Champion. The project was introduced to staff in the summer term 2022 so this evaluation relates to just this time-period.</p> <p>An Oracy team was formed, with a representative from each key stage, to help lead the project across the school. Our school's vision for Oracy and a strategic Oracy plan was put together at the start of the project and agreed by all staff.</p> <p>By the end of the summer term 2022, most classes had introduced a child-friendly version of the Oracy framework, a listening ladder, Oracy speaking & listening games, modelled language and sentence stems to scaffold talk.</p> <p>By the end of the summer term, Oracy was beginning to have a higher status in the school and teachers were more aware of the children who needed support with speaking and listening. All voices were valued and all children were given the opportunity to speak. Children were aware of how to be a good speaker and listener and more structured talk was happening in classrooms.</p> <p>Voice 21 is a long-term project and will continue into 2022-2023. The focus for the next academic year is developing children's use of vocabulary, explicitly planning for Oracy across the curriculum and introducing discussions and formal presentations at an age-appropriate level in all classes.</p> |
| 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"> Choose a suitable LSA to attend the training. Ensure the LSA is given time to attend the training and do any homework tasks | <p>The local authority did not offer Nurture training until the autumn term 2022. The LSA is half-way through the training and should be ready to start Nurture sessions by Spring 2. She has created a calm Nurture area in the music room which will be used for the 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"> Targeted interventions based on individual needs Use of recommended, evidence-based interventions Monitor the impact | <p>A number of interventions were used 2021-2022 including Nessy, Bear Necessities reading, sentence tracker, phonics groups and Plus 1 maths.</p> <p>All children made progress towards their personal targets. Two children completed their Bear Necessities reading programme, six completed sentence tracker and two completed part one of Plus 1.</p> <p>The extra phonics support had a good impact and 95% of our Y1 pupils passed their Y1 phonics screening check, which was higher than the Wokingham and national average.</p> <p>Daily multiplication practice was introduced in LKS2 to support children to learn their times tables. The year 4 children did well in the government Y4 multiplication check. 80% of the pupils scored 80% (20/25) or more and 43% scored full marks. This compares to the national mean average score of 79.2% and 27% scoring full marks. https://explore-education-statistics.service.gov.uk/find-statistics/multiplication-tables-check-attainment/2021-22 SEN children improved their baseline scores and improved their confidence.</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>Nine Key stage 2 children and three KS1 children had the Racing to English intervention.</p> <p>Of those, six children made very good progress and no longer need this intervention. The three children who are continuing with the programme in 2022-2023 have additional SEN as well as EAL so need continued support.</p> |
| Targeted NELI language intervention for EYFS | Improve the spoken language ability of children | <ul style="list-style-type: none"> Trained LSA delivering the programme | <p>Eight children had the NELI early language intervention in Reception in this academic year. Of those, six made good progress and by the end of the programme their language skills were judged to be average or above. One child made no progress as he had additional special educational needs which</p> |

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| children, including EAL and PP | in Reception classes. | | made it too difficult to access the programme. Another child made no progress, also because additional SEN limited the effectiveness of the intervention. In future, the NELI programme will be more carefully targeted at the children who are likely to benefit the most from the intervention. Other personalised support will be put in place for the SEN children. |
| <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 | Two children were discharged from SALT as they met all their targets. The SLt assessed or reviewed four children and sent a report with therapy plans. Although it was hard to get our SLt to see children, due to a local shortage / recruitment issues, we were able to access online support and discuss individuals at a caseload conference. Sixteen children had regular SALT sessions with a trained LSA and made progress against their individual targets. |
| 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 | 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. Staff would like more headphones so that all children having online interventions have access to a pair. This will be a priority for spending in the next financial year. |
| Tutoring - Use of a National Tutoring Programme approved tutor partner to provide 1-1 tutoring | | <ul style="list-style-type: none"> Tutors to liaise with teachers to ensure the work is personalised Baseline and end of support assessments where possible for KS2 children | Tutoring worked well in KS1 and the children made good progress. Tutoring in KS2 was not as successful. We had a change of agency-tutor half-way through which caused disruption and some children missed lessons in the core subjects due to the timings of the tutor lessons. Teachers reported that the tutors helped to improve children's confidence and where the tutor liaised well with the class teacher to pre-teach or revise a topic, more success was seen. KS2 was successful for maths, with the majority making progress according to the end of support assessments. It was not so successful for English. If using tutors again, we would need to think carefully about the tutors we use, the timings of sessions and the subjects taught. |

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| 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 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 | ABC to Read has not started yet. The local coordinator is looking for a suitable volunteer for the school and we hope to start in spring 2023. Three children have been identified to work with the volunteer. |
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| Action | Intended outcome | How did you ensure it was implemented well? | Review Autumn 2022 |
|--|--|--|--|
| <i>Nurture Interventions</i> | To support children's mental health and emotional wellbeing. | | Twenty-three children had Nurture sessions in the academic year 2021-2022. This included nine key stage one, eleven lower key stage two and three upper key stage two. |
| <i>Additional support for PP families, including financial</i> | 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. | <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, including residential, and school-based specialist workshops. All applications for funding for school uniform approved by the Headteacher and items provided to families. Low uptake of enrichment clubs for PP children. This will remain a focus for 2022-2023. |

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| <i>Children’s Mental Health Week</i> | To improve children’s mental health | | <ul style="list-style-type: none">• 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, children made positivity boxes which are used across the school. | | | | | | | | | | | | | | | | | | |
| <i>Support for children new to Bearwood</i> | Ensure a smooth transition. Ensure the right support is put in place for EAL and SEN children. | <ul style="list-style-type: none">• Contact previous school when possible• EAL initial language assessments and recommendations for staff for EAL new arrivals | <ul style="list-style-type: none">• Thirteen 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.• Obtaining information from children’s previous schools has helped to ensure smooth transition, especially for children with SEND.• Buddy systems and emotional support helped children to settle in quickly. | | | | | | | | | | | | | | | | | | |
| <i>Attendance Awards/Rewards /Incentives</i> | To reduce the attendance gap between disadvantaged pupils and their peers. | <ul style="list-style-type: none">• Weekly monitoring of class attendance• Weekly attendance cup for class with highest attendance• Class weekly attendance percentages published in newsletter | <p>Attendance:</p> <table><tr><td></td><td>2021-2022</td><td>2020-2021</td></tr><tr><td>Whole School</td><td>94.81%</td><td>94.61%</td></tr><tr><td>PP Children</td><td>92.59%</td><td>90.52%</td></tr><tr><td>Non-PP Children</td><td>94.81%</td><td>95.39%</td></tr><tr><td>PP Children - Persistent Absence (<96%)</td><td>54%</td><td>53.19%</td></tr><tr><td>Non-PP Children – Persistent Absence (<96%)</td><td>47.22%</td><td>31.2%</td></tr></table> <p>Overall the average whole school attendance has remained the same, however there has been a 2% increase in the average attendance of PP children. There has also been a small decrease in non-PP attendance thus closing the gap between PP and non-PP children.</p> <p>Attendance for both PP and non-PP children requires further improvement in order to meet the school’s target of 96% and will therefore continue to be a focus for 2022-2023.</p> | | 2021-2022 | 2020-2021 | Whole School | 94.81% | 94.61% | PP Children | 92.59% | 90.52% | Non-PP Children | 94.81% | 95.39% | PP Children - Persistent Absence (<96%) | 54% | 53.19% | Non-PP Children – Persistent Absence (<96%) | 47.22% | 31.2% |
| | 2021-2022 | 2020-2021 | | | | | | | | | | | | | | | | | | | |
| Whole School | 94.81% | 94.61% | | | | | | | | | | | | | | | | | | | |
| PP Children | 92.59% | 90.52% | | | | | | | | | | | | | | | | | | | |
| Non-PP Children | 94.81% | 95.39% | | | | | | | | | | | | | | | | | | | |
| PP Children - Persistent Absence (<96%) | 54% | 53.19% | | | | | | | | | | | | | | | | | | | |
| Non-PP Children – Persistent Absence (<96%) | 47.22% | 31.2% | | | | | | | | | | | | | | | | | | | |

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://ttrackstars.com/page/showcase>