

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	Bearnes Primary School
Number of pupils in school	88 (not including pre-school)
Proportion (%) of pupil premium eligible pupils	40.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dan Turner Academy Head
Pupil premium lead	Rebecca Humphreys Inclusion Hub Lead
Governor / Trustee lead	Lynda Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£ 6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 54,800

Part A: Pupil premium strategy plan

Statement of intent

At Bearness Primary School, our decision-making is driven by our school vision and ethos:

Belong

Engage

Aspire

Respect

Nurture

Empathise

Shine

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance · staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Challenges

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

Challenge number	Detail of challenge
1	<p><i>PP children enter EYFS with a baseline below the national average across the board</i></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

2	<p><i>PP children are achieving lower than the national average in writing and maths at the end of KS2</i></p> <p>Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p><i>At the end of year 1, the number of PP pupils who passed the phonics screening was below the national average</i></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p><i>PP pupils achieving below the national average in reading and writing at the end of KS1</i></p> <p>Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5	<p><i>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</i></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
6	<p>Very complex challenges faced by some pupil premium children which may include: ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour or domestic violence. Pupils have a narrower range of experiences which affect their culture capital, confidence and aspiration.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 15 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 10 (9 of whom are disadvantaged) receiving small group interventions and support from external services including the IIH.</p>

7	Parental engagement with school remains a challenge which impacts the support given at home with reading and home learning.
8	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.

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
<i>Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.</i>	<ul style="list-style-type: none"> Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings) Quality of teaching and learning, including interventions, will be excellent.
<i>Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2</i>	<ul style="list-style-type: none"> Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school. The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2 Lead indicators are monitored and acted upon weekly
<i>Improved attainment for Disadvantaged pupils in KS1 phonics screening check</i>	<ul style="list-style-type: none"> All children to be taught phonics through quality lessons in ability groups Regular assessments identify gaps in learning which are then plugged through daily interventions All interventions are high quality and focus on the child's gaps/needs Parents are clear on how to support phonics learning at home Progress is monitored by the Academy Head
<i>Pupils eligible for PP to be achieving in line with the national average in reading and writing at the end of KS1</i>	<ul style="list-style-type: none"> Pupils eligible for PP to attain ARE in line with non-eligible peers in reading and writing across the school. The progress of eligible pupils in reading and writing is at least in line with National at the end of KS1 Lead indicators are monitored and acted upon weekly
<i>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</i>	<ul style="list-style-type: none"> Gaps analysis will take place resulting in personalised curriculum Additional provision will be accessed via Quality First Teaching Intervention/boosters where appropriate Mental health and well-being support accessed via IIH

<i>Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.</i>	<ul style="list-style-type: none"> • Pupils will be identified through Boxall profiling whom need SEMH support. • Pupils will access ITH, School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc
<i>Parental engagement will be boosted and more support will be given to reading and home learning.</i>	<ul style="list-style-type: none"> • Parents will feel involved in their child's learning in school and in turn implement more support at home.
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 1%

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: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS children are taught in a small (15 children) straight year group class (Rest of school in mixed classes)</i>	Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.	1,3
<i>EYFS teacher to attend Academy Hub meetings with all EYFS teachers from across the hub to share best practice and ensure quality first teaching.</i>	The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs	1,3
<i>EYFS staff to attend CPD where available to maximise learning opportunities for the children.</i>	The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs	1,3

<p><i>Thorough assessment of speech, language and communication for early identification using SpeechLink. Nessy and IDP software Bug Club Phonics</i></p>	<p>Bug Club Phonics is a government recommended programme.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,4
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Embed the use of JIGSAW for PSHE/RSHE across the academy	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
Small group and individuals targeted with additional interventions delivered through continuous provision Including: Precision Teaching TRUGs Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc	Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie. EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990) EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing	1,2,3,4,5

	follows from high quality reading provision. Good readers will develop an authorial voice	
1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher Including: Lego therapy Therapeutic Play etc	Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.	6
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (SpeechLink)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Phonics Bug)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £27,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be identified via Boxall profiling who need SEMH support.	The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK	6
Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively. Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need	6

	(particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
<p>Parents will feel involved in their child's learning in school and in turn implement more support at home.</p> <p>Home Learning review to take place with parental contribution</p> <p>Staff meeting to be held for planning and implementing</p> <p>Termly overviews to go home to parents</p> <p>Parents invited to attend in school workshops etc to become more involved</p> <p>School fayres and fetes held inviting parents to help</p> <p>PTA to be developed</p>	EEF Winter 18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children's learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated	7

Total budgeted cost: £ 54,800

Part B: Review of outcomes in the previous academic year **See separate document on website**

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.