

Pupil premium strategy statement – Bearness Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	47.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	31.10.23
Date on which it will be reviewed	31.10.26
Statement authorised by	Dan Turner
Pupil premium lead	Rebecca Humphreys
Governor / Trustee lead	Nicola Dunford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,486
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£61,141

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>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 reading, writing and maths at the end of KS2</i></p> <p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below the national average.</p> <p>Reading: 50%</p> <p>Writing: 50%</p> <p>Maths: 25%</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 (0% of PP pupils passed the screening)</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 maths, 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> <p>Reading: 20%</p> <p>Writing: 20%</p> <p>Maths: 60%</p>
5	<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>

	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.
6	Parental engagement with school remains a challenge which impacts the support given at home with reading and home learning.
7	Our attendance data from last year (22/23) indicates that attendance among disadvantaged pupils is at 91.76% which is below the national expectation.

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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<i>Pupils eligible for PP to be achieving in line with the national average in reading, writing and maths at the end of KS2</i>	<p>Pupils eligible for PP to attain ARE in line with non-eligible peers in reading, writing and maths across the school.</p> <p>The progress of eligible pupils in reading, writing and maths is at least in line with National at the end of KS2.</p> <p>Lead indicators are monitored and acted upon weekly.</p>
<i>Improved attainment for Disadvantaged pupils in KS1 phonics screening check</i>	<p>All children to be taught phonics through quality lessons.</p> <p>Regular assessments identify gaps in learning which are then plugged through daily interventions.</p> <p>All interventions are high quality and focus on the child's gaps/needs.</p> <p>Parents are clear on how to support phonics learning at home.</p>

	Progress is monitored by the Academy Head
<i>Pupils eligible for PP to be achieving in line with the national average in maths, reading and writing at the end of KS1</i>	<p>Pupils eligible for PP to attain ARE in line with non-eligible peers in maths, reading and writing across the school.</p> <p>The progress of eligible pupils in reading and writing is at least in line with National at the end of KS1</p> <p>Lead indicators are monitored and acted upon weekly</p>
<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>	Pupils will access IH, 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>	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>	<p>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.</p> <p>The percentage of all pupils who are persistently absent being below 1%.</p>

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: £15,285

Activity	Evidence that supports this approach	Challenge number(s)
----------	--------------------------------------	---------------------

) addresse d
<i>Thorough assessment of speech, language and communication for early identification using SpeechLink, Language Link and Bug Club Phonics</i>	Bug Club Phonics is a government recommended programme. 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
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: Phonics Toolkit Strand Education Endowment Foundation EEF	Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Academy Trust Maths Lead and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,4
Improve the quality of social and emotional (SEL) learning.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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	
--	--	--

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>Including: Precision Teaching TRUGs Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc</p>	<p>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.</p> <p>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</p> <p>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 follows from high quality reading provision. Good readers will develop an authorial voice</p>	1,2,3,4,
<p>1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher</p> <p>Including: Lego therapy Therapeutic Play etc</p>	<p>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.</p>	5
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (SpeechLink)</p>	<p>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)</p>	1,2,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown</p>	3

(Phonics Bug)	to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
---------------	--	--

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

Budgeted cost: £15,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	<p>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.</p> <p>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 (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>	5
<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.	7
<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	6

Total budgeted cost: £61,141

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.