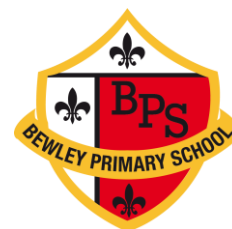


Pupil premium strategy statement



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	Bewley Primary School
Number of pupils in school	373 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	Maria Carlton
Pupil premium lead	Sheona Clift
Governor / Trustee lead	Pat Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,395
Recovery premium funding allocation this academic year	£10,500
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	£142,895

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all of our children leave Bewley Primary School equipped with the necessary skills needed to succeed in their lives and to be able to contribute positively to the society in which they live.

We want all children to develop a strong sense of purpose, self-worth and to have high aspirations. By developing the whole child and equipping them with personal attributes and a confidence to succeed, it is our intent that this will have a positive impact on both their academic performance and mental wellbeing.

The quality of teaching is a significant factor in raising attainment for our children and the grant will be used to ensure effective CPD for all teachers in order to support and further improve performance.

We use assessments in addition to more rounded and holistic approaches when identifying barriers to children's learning. The involvement of parents and carers is integral to our approach. From these starting points, we use research-based evidence along with the Education Endowment Foundation research summaries to inform our actions.

As set out in the DFE guidance, a 3-tiered approach is then taken to formulate our pupil premium strategy. This involves whole school development of high quality teaching strategies, targeted focus to academic support and the use of wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	To narrow the learning gaps between disadvantaged pupils and non-disadvantaged pupils which has widened during the pandemic. Assessments have shown gaps in core subjects and the acquisition of vocabulary and phonics. Listening skills and children's engagement in writing and number skills have also been affected.
2	Covid 19 has affected some families and children resulting in heightened social and emotional difficulties.

3	Community links and cultural capital (experiences beyond home) have been affected since Covid 19.
4	Pupils have struggled to remember and retrieve learning since the pandemic.

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
High quality targeted teaching to support those PP children whose attainment gap has widened. This support will aim to help children to catch up and narrow the attainment gap.	Outcomes of pupil premium children in the core subjects will increase across all key stages to make at least expected progress from Summer 21 results. Interaction, communication and oracy skills will develop with the majority of children achieving ARE in phonics, and vocabulary development.
Families/pupils with social and emotional needs are well supported/signposted to relevant support agencies by school staff.	Social and emotional needs will have been addressed and pupils are ready for and enjoying their learning. Pupils will be making at least expected progress. Attendance of pupil premium children will be 95% and above.
Pupil Premium children have access to wider school experiences and opportunities. These experiences will enrich their learning and inspire them to develop their skills and talents to be the best that they can be.	Pupils will have accessed exciting and wide-ranging teaching and learning experiences to inspire learning and make it more memorable. Pupil premium children will have high aspirations and self-belief in their ability to do well.

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: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders to receive high quality CPD in relation to their subject area to ensure high standards and improved teaching and learning across all subjects.	EEF rating: High impact Evidence base: high Cost; moderate	1,4
All teachers to receive CPD in relation to developing evidence based teaching strategies and pedagogy focusing on how pupils remember and retrieve information to support mastery in learning.	EEF rating: High impact Evidence base: high Cost; moderate	1,4
Re-engage children into writing using interesting hooks memorable experiences and teaching strategies.	EEF rating: High impact Evidence base: high Cost; moderate	1,4

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

Budgeted cost: £80,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of The Nuffield Early Language Intervention (NELI) to improve language skills in E.Y.F.S children	EEF rating: Impact: high Evidence base: high Cost: low	1
Use of targeted small group and individual teaching to address learning gaps in: number, writing, phonics, communication and interaction skills.	EEF rating: Impact: moderate Evidence base: moderate Cost: low	1
Ensure individual needs are met in classes by deploying TAs to address smaller pupil/teacher ratios.	This strategy has always been beneficial to our children and has had a positive effect on attainment.	1
A personalised programme of support will be implemented for maths and English to specifically selected children. This will be to reduce the gaps in Reading Writing and maths between disadvantaged and non- disadvantaged children.	EEF research shows that greater impact on progress is made in groups less than 12 pupils. Therefore, direct teaching support by an experienced member of the staff (A.H.T) will be offered to a small group made up mainly of Pupil Premium Children from Year 6.	1,
Interventions and support led by teachers and TAs for children who have been identified as needing extra support.	EEF rating: Impact: moderate Evidence base: moderate Cost: moderate	1,

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

Budgeted cost: £ 57,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy and E.P support for pupils and parents will be bought in as an SLA.</p>	<p>Research by EEF has ascertained, on average, social and emotional interventions have an identifiable and valuable impact on attitude to learning and social relationships in school. They also have an average overall impact of four months additional progress attainment.</p>	<p>2</p>
<p>A Parent Support Advisor will work closely with families to support and signpost to relevant agencies. To further embed and consolidate parental engagement and improve pupil attendance.</p>	<p>According to EEF, on average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months.</p>	<p>2,</p>
<p>Children to be exposed to enrichment experiences such as trips, visits, residential, visitors/virtual tours and extra-curricular activities.</p>	<p>According to EEF, overall, studies of adventure learning interventions make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as confidence.</p>	<p>2,3,4</p>
<p>Forest school lessons to build on key skills such as resilience, teamwork, problem solving skills and engaging children in an alternative method of learning.</p>	<p>According to EEF, overall, studies of adventure learning interventions make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as confidence.</p>	<p>2,3</p>

Total budgeted cost: £142,975

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 2020 to 2021 academic year.

All staff, in particular SLT were in regular contact with vulnerable pupils and their parents during lockdown. Pupils were well safeguarded and telephone conversations and home visits were made to vulnerable children who did not attend school. Staff addressed pupils' mental well-being effectively, using Bewley's Covid 19 Response document as a base. Staff offered support and signposting to parents of children with co-vulnerabilities.

1:1 Play therapy and targeted group sessions were delivered. These proved invaluable as pupils were given strategies to address their heightened anxieties. Feedback from parents was very positive regarding the therapeutic support, which was offered. This was particularly so from children who received enhanced transition into Key stage 3.

After school clubs were suspended however, the year 6 residential trip gave pupil premium children a valued enrichment experience as well as experiencing a range of valuable life skills.

P.P children's engagement in remote learning was carefully monitored by SLT and those children who were not engaging were offered an iPad, and technical support.

Extra support, in addition to routine phonics teaching was delivered to Year 1 and 2 with 1:1 phonics interventions delivered by qualified teachers.

School leaders were pleased with the academic attainment of disadvantaged pupils at the end of Key stage 2- particularly in reading (76% dis v 82% all), and maths (76% dis v 81% all). This was in spite of limitations imposed by remote teaching during lockdowns, which, nationally, was shown to have a disproportionately negative effect on disadvantaged pupils.