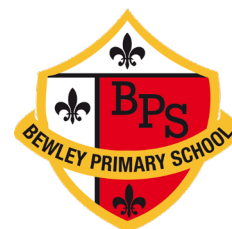


Pupil premium strategy statement



This statement details the school's planned use of Pupil Premium funding (and Recovery Premium funding) for 2023-2026 – designed to help improve the attainment and progress of our disadvantaged pupils.

It outlines our overall pupil premium strategy, how we intend to spend the funding in this 3 year plan 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	348 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 23
Date on which it will be reviewed	December 26
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	£160,250
Recovery premium funding allocation this academic year	£15,080
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	£175,330

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: **shine bright** as caring, honest citizens; **be proud** of who they are, their heritage, their personal achievements, and those of others; have the self-belief and confidence to **be successful**; have high aspirations and strive to be the very best that they can be. It is our intent that by developing the whole child and equipping them with personal attributes, life skills and a confidence to succeed, this will, in turn, have a positive impact on both their academic performance and mental wellbeing.

The quality of teaching is the most 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 the quality of teaching.

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 including the Education Endowment Foundation research summaries to inform our actions.

As suggested 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.

Our PP strategy is also integral to wider school plans for education recovery at Bewley- notably in its targeted support for pupils whose education was worst impacted by the pandemic. School leaders recognise that this will invariably include non-disadvantaged pupils as well as disadvantaged pupils. In 2022-2023 Recovery Premium was used to this end- including School Led Tutoring Programmes. Although school has no continued Recovery Premium we still aim to continue to target these pupils with extra support.

Challenges

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

Challenge number	Detail of challenge
1	<p>There are clear learning gaps between disadvantaged pupils and non-disadvantaged pupils which have widened during the pandemic.</p> <p>Assessments have shown gaps in core subjects – particularly in the acquisition of vocabulary and phonics as well as in listening skills and children’s engagement in writing and number skills.</p>
2	<p>The Covid 19 pandemic has adversely affected some families and children resulting in heightened socio-economic and emotional difficulties.</p>
3	<p>The embedding of community links and cultural capital into the curriculum (including experiences beyond the school and home).</p>
4	<p>Pupils have struggled to remember and retrieve learning since the pandemic.</p>

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
<p>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.</p>	<p>Outcomes of pupil premium children in the core subjects will increase across all key stages to make at least expected progress from Summer 23 results.</p> <p>A higher % of PP pupils will achieve at least expected progress compared to summer 2023 scores.</p> <p>Interaction, communication and oracy skills will develop with the vast majority of PP children achieving ARE in phonics and vocabulary development.</p>
<p>Families/pupils with social and emotional needs are well supported/signposted to relevant support agencies by school staff.</p>	<p>Social and emotional needs will have been addressed and pupils are more ready for and enjoying their learning. PP pupils will be making at least expected progress in core areas.</p> <p>Attendance of pupil premium children will be 95% and above.</p>
<p>Pupil Premium children have access to wider school experiences and opportunities. These experiences will enrich their learning and inspire them to</p>	<p>Pupils will have accessed exciting and wide-ranging curriculum experiences to help inspire learning and make it more memorable.</p>

develop their skills and talents to be the best that they can be.

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: £6,300

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: £92,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Talk Boost and Talk for Writing to improve language skills in KS2 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 specifically targeted Y6 pupils in English and Maths. This will aim to reduce the gaps in these subjects between PP and non-PP 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,
Tailored and dynamic 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: £ 85,375

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

Service pupil premium funding

£900

Intention:	Success Criteria
<p>Ensure that current and future service pupils feel happy and safe at Bewley. To address any identified gaps in learning with tailored individual support.</p> <p>To develop partnerships with parents and carers.</p>	<p>Service children will attain at least in line with their peers and that their progress is at least good.</p> <p>Service children will feel emotionally well supported.</p> <p>Service children and families will feel well supported in the event of a service venue move.</p>

Total budgeted cost: £184,995

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 2022 to 2023 academic year.

Ongoing formative assessments, book looks, lesson and intervention observations show improved language skills, numeracy skills and oral communication among the vast majority of our disadvantaged pupils.

Talk Boost is proving to be a valuable speech and language intervention for disadvantaged children in Early Years.

End of Key stage 2 outcomes show that PP children have attained above national PP outcomes in Reading, Writing and Maths. The data shows notable progress from KS1 outcomes.

KS2

Year 6 2022/23		EO KS1			EO KS2 2023											
		EXS +			EXS +			GD			EXS+ national			Progress		
Group	Cohort	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All	55	73	71	82	76	78	85	24	18	22	73	71	73	-1.2	+1.2	+0.6
PP	20	43	43	64	70	75	80	11	5	17	60	58	59			

KS1

End of KS1 outcomes show that PP children have attained below the national comparator. Data and teacher assessment show that PP children in this cohort have maintained their 2020-21 GLD score of 30%. Out of the 13 PP children, 6 are co vulnerable and have additional SEN needs. These children will remain a focus group.

As key stage data shows, PP make progress over time.

Year 2 2022/23		EO KS1 2023					
		EXS+			GD		
Group	Cohort	R	W	M	R	W	M
All	53	72	68	77	21	2	8
PP	13	31	23	39	8	0	0

Phonics

	Cohort size	Passed PSC	National
23-24 Y3	54	92%	87%
23-24 Y2	50	80%	75%

Additional 1:1 phonics support for identified pupils judged to be falling behind in phonics has enabled the vast majority of these PP children to pass the PSC.

EY Data (see table below) shows that PP children attained broadly in line with our non-PP children and above the national comparator of 63.4%

Reception 2022/23		Achieved ELG
Group	Cohort	
All		71%
PP		67%

Our Parent Support Advisor continues to maintain and develop positive relationships with a number of PP pupils and parents. PP attendance has been in line with other pupils.

Access to the school's Play Therapist has allowed a number of PP children to access therapeutic and emotional wellbeing support. Feedback from parents and carers shows that these sessions have been very well received. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased significantly since March 2020. The PSA and Trailblazer Team have supported parents with emotional wellbeing.

Pupils have benefited from exciting and varied teaching and learning experiences, including cultural and enrichment experiences within and outside the school day. These experiences have included:

- a visit by Y3 to Teesmouth
- Y4 trip to the Jorvik Centre in York
- Trips to Preston Park Museum
- Y5 visit to The Oriental Museum (Durham)
- visits from zoo lab
- visits from Historians
- visits from Scientists, STEM, The Emergency Services, and various adults to enhance the curriculum
- sporting events
- musical events
- 3-night residential for Y6 children.

These experiences have clearly enhanced and inspired learning, making it more memorable. PP pupil voice demonstrates that the children value and enjoy this learning enrichment and that they are enjoying their overall school experience. Identified mental health/emotional needs have been addressed through bespoke support from The Trailblazer Team, The School Play Therapist and school delivered support such as Drawing and Talking.

CPD focusing on how pupils remember and retrieve information to support learning is to be further embedded in 2023-2024. The use of quizzes and informal assessments show evidence that strategies are being used to support pupils to remember key curriculum content.