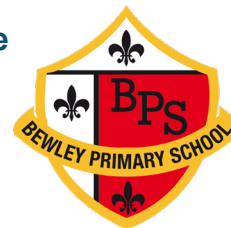


Pupil premium strategy statement- December 2025 update



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	327 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	28%
Academic years that our current pupil premium strategy covers	2023-2026
Date this statement was published	December 23
Date on which it will be reviewed	December 26
Statement authorised by	Sheona Clift
Pupil premium lead	Sheona Clift
Governor / Trustee lead	Jasmin Ayre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,180
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	£138,180

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 academic support and the use of wider strategies.

Our PP strategy is integral to wider school education provision at Bewley - notably in its targeted support for disadvantaged pupils. School leaders recognise that this will invariably include non-disadvantaged pupils as well as disadvantaged pupils.

Challenges

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

Challenge Number (CN)	Detail of challenge
1	There are clear learning gaps between disadvantaged pupils and non-disadvantaged pupils 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.
2	A number of PP pupils struggle to recall and retrieve prior learning points and to connect prior learning to new learning.
3	A number of our PP children experience heightened social and emotional difficulties.
4	The embedding of community links and cultural capital into the curriculum (including experiences beyond the school and home).

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.

Challenge Number	Intended outcome	Success criteria
1	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.	Disadvantaged pupils will make at least expected progress from their respective starting points in core areas.
2	A number of PP pupils struggle to remember key learning points and to connect prior learning to new learning.	PP pupils will recall key ideas from previous lessons and use them to make links with new learning, showing this through their talk, written work and growing in confidence over time.
3	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 more ready to access and enjoy their learning. Attendance of pupil premium children will be 95% and above.
4	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 access exciting and wide-ranging curriculum experiences to help 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: £59,000

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.	1,2
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	1,2
All teachers to receive training on metacognition and regulation to develop pupils' ability to take greater responsibility for their learning and develop their understanding of what is required to succeed.	EEF rating: <u>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</u> High impact Evidence base: high Cost: low	1
All teachers receive release time to share best practice within school and across our Trust.	EEF rating: High impact Evidence base: high Cost: high	1

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

Budgeted cost: £39,000

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 and consolidate learning that has been forgotten in number, writing, phonics, communication and interaction skills.	EEF rating: Impact: moderate Evidence base: moderate Cost: low	1,2
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 closing learning gaps.	1
Targeted PP Y6 pupils will engage in a personalised booster programme in English and Maths, supported by experienced staff, leading to increased confidence and stronger application of key skills in lessons and assessments.	EEF research shows that greater impact on progress is made in groups less than 12 pupils. Therefore, direct teaching	1,2
Personalised support sessions, delivered through one-to-one and small group teaching by staff, will provide targeted opportunities for identified pupils to strengthen understanding and build connections with prior learning across the school.	EEF rating: Impact: moderate Evidence base: moderate Cost: moderate	1,2

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

Budgeted cost: £39,000

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.	3
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.	3
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, team working and resilience.	3,4
Forest school lessons for KS1 pupils 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 outdoor learning interventions make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as confidence and resilience.	3,4

Service pupil premium funding

£1,180

Intention:	Success Criteria
<p>Ensure that current and future service pupils feel happy and safe at Bewley.</p> <p>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: £138,180

None Budgeted Programmes:	Provider
<p>Timetable home focused learning</p> <p>Consistent music approach</p> <p>Weekly direct teacher to parent communication</p> <p>A dedicated computer-based learning space will be available for children to access, supporting both home learning tasks and work set within school.</p> <p>Online spelling homework, testing and tracking</p>	<p>Timetable Rock Stars</p> <p>Charanga</p> <p>Marvellous Me</p> <p>Seesaw</p> <p>Edshed</p>

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 2024 to 2025 academic year.

CN	Intended Outcome	Review																								
1	Disadvantaged students will make at least expected progress from their respective starting points.	Data (see table below) shows that PP children attained in line with the national comparator of PP children.																								
1	Disadvantaged children in EYFS will achieve GLD in line with their peers	EYFS <table><tr><td colspan="2">Reception 2024/2025</td><td colspan="4">Achieved GLD (%)</td></tr><tr><td>Group</td><td>Cohort</td><td>2025</td><td>2024</td><td>2023</td><td>National 2024</td></tr><tr><td>All</td><td>51</td><td>74</td><td>71</td><td>70.8</td><td>67%</td></tr><tr><td>PP</td><td>8</td><td>50</td><td>50</td><td>66.7</td><td>49%</td></tr></table> 4/8 PP children achieved GLD. The children who didn't achieve GLD children are co vulnerable. Targeted Talk Boost Intervention and focussed 1:1 support was also given to these children.	Reception 2024/2025		Achieved GLD (%)				Group	Cohort	2025	2024	2023	National 2024	All	51	74	71	70.8	67%	PP	8	50	50	66.7	49%
Reception 2024/2025		Achieved GLD (%)																								
Group	Cohort	2025	2024	2023	National 2024																					
All	51	74	71	70.8	67%																					
PP	8	50	50	66.7	49%																					
1	Disadvantaged children who did not achieve GLD at the end of EYFS 2024 will achieve the pass mark for phonics in 2025	5 out of 10 children achieved GLD in 2024 and phonics in 2025. Additional 1:1 phonics support for identified pupils judged to be falling behind in phonics was given. All of the children who did not pass had multi- vulnerabilities.																								
1	The gap in phonics attainment between disadvantaged and non-disadvantaged children will be narrowed, with disadvantaged pupils making progress towards achieving in line with their peers.	<table><tr><td></td><td>Cohort size</td><td colspan="3">Passed PSC (%)</td><td>National 2024</td></tr><tr><td></td><td></td><td>2025</td><td>2024</td><td>2023</td><td></td></tr><tr><td>Current Y2</td><td>43</td><td>76</td><td>87</td><td></td><td>Y1 (80%)</td></tr></table> 58% (7/12) of PP children achieved the standard in PSC compared to 84% (27/32) non-PP. 3/5 PP are multi-vulnerable and have targeted support.		Cohort size	Passed PSC (%)			National 2024			2025	2024	2023		Current Y2	43	76	87		Y1 (80%)						
	Cohort size	Passed PSC (%)			National 2024																					
		2025	2024	2023																						
Current Y2	43	76	87		Y1 (80%)																					
1	Disadvantaged children at the end of KS2 will achieve results in line with their peers for reading, writing and maths	End of Key Stage 2 outcomes indicate that PP pupils are achieving broadly in line with their peers in Reading and Writing at the expected standard, with evidence that the attainment gap in Maths is continuing to narrow.																								

		KS2										
		Year 6 2025		EO KS2 2025								
				EXS + (%)			GD (%)			EXS+ na- tional (%)		
		Group	Co- hort	R	W	M	R	W	M	R	W	M
		All	50	78	74	84	20	12	28	75	72	74
		PP	17	76	71	71	12	6	24			
1,2	Interaction, communication and oracy skills will develop with the vast majority of PP children achieving ARE in phonics and vocabulary development.	<p>In school data showed that the vast majority of PP pupils made good progress from Y6 starting points.</p> <p>24% of pupil premium children in year 4 scored full marks in their MTC 2024 test results which was a slight drop in attainment from the 2024 results.</p> <p>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.</p> <p>Talk Boost continues to be a valuable speech and language intervention for disadvantaged children in Early Years.</p> <p>Access to the school’s Play Therapist has allowed 5 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 also supported children with emotional wellbeing.</p> <p>Thrive training and the implementation of thrive resources is resulting in positive outcomes for children’s emotional development and readiness to learn. Pupils have also accessed school delivered support such as Drawing and Talking.</p> <p>Our Parent Support Advisor continues to maintain and develop positive relationships with a number of PP pupils and parents.</p>										
2,3	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.											
3	PP attendance will be in line with non PP children.											
4	Pupils will have accessed exciting and wide-ranging curriculum experiences to help inspire learning and make it more memorable.	<ul style="list-style-type: none">PP attendance for 2025 was 95.4%, in line with non PP children of 95.9%The percentage of PA in 2025 was 5.9%, significantly better than the national average of 33% for PP children. <p>Pupils have benefited from exciting and varied teaching and learning experiences, including cultural and enrichment experiences within and outside the school day. These experiences are encapsulated in a Bewley Passport of Experiences and include:</p> <ul style="list-style-type: none">a visit by Y3 to TeesmouthY4 trip to the Jorvik Centre in York										

4	<p>Pupil premium children will have high aspirations and self-belief in their ability to do well.</p>	<ul style="list-style-type: none"> • 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. • The River of Hope Project • Access to opera through workshops and performances with The Royal Opera House Project • After school and lunch time clubs <p>35% of Pupil premium children attended at least one after school club which is an increase from the previous year.</p> <p>The above 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.</p>
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