



Pupil premium strategy statement

This statement details our school's use of pupil premium for the academic year 2025- 26, 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	Bearwood Primary School
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Debbie Haywood
Pupil premium lead	Debbie Haywood, Head Teacher
Governor / Trustee lead	Sara Baber, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 308 600
Recovery premium funding allocation this academic year	£ 00.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 00.00
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	£ 308 600

Part A: Pupil premium strategy plan

Statement of intent

At Bearwood Primary School, our vision is “Opening Up a World of Opportunities” and our intention, is that all pupils, irrespective of their background and challenges they face, make good progress and achieve well across all subjects. 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.

High quality first teaching is at the heart of our approach, with the teaching of reading absolutely given a high priority.

Our strategy is also part of the wider school plans for education recovery, most notably the school-led tutoring

Our approach will be rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approach will be responsive, with regular pupil progress meetings being used to assess the impact and way forward.

We believe in intervening early at the point at which need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate that many disadvantaged children can have poorer oral language skills which can impact on reading (comprehension and writing skills)
2	Assessments show that some disadvantaged pupils have greater difficulty acquiring phonic skills than their peers and can go on to have greater difficulty with comprehension.
3	Assessments show that children have gaps in mathematics.
4	Our attendance data shows that attendance among disadvantaged groups has been lower than for non-disadvantaged pupils.
5	Poor Social, Emotional and Mental Health can impact on children’s ability to focus in school on learning and prevent them from making progress.
6	Disadvantaged pupils’ experiences outside of school can be limited to the local area and pupils can have less access than other peers to cultural and

	social experiences, which would otherwise enrich vocabulary, knowledge and understanding
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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, including
Improved reading attainment among disadvantaged pupils, including in phonic assessments.	In school assessment data and diagnostic assessments show improvements in children's phonic assessments and reading comprehension assessments
Gaps in learning, particularly in mathematics are addressed.	Assessments show that children make accelerated progress in year and gaps identified in mathematics, particularly in number and place value are closed
To achieve and sustain improved attendance	Attendance of disadvantaged pupils is as high as non-disadvantaged pupils and not greater than 4% absence. Persistent absenteeism also to decrease.
To improve the quality of social and emotional learning	Qualitative data from pupil questionnaires indicates that pupils are happy and enjoy learning in school.
To widen the experiences of all pupils to include a rich range of cultural and social experiences	An increased number of trips and visits and after school activities planned and attended by disadvantaged pupils.

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: £ 160 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teachers to support in class team teaching in Year 6</i>	All the evidence points to high quality teaching being the key to children making the greatest progress.	1,2, 3
<i>Additional teacher used across school to team teach and coach in mathematics</i>	All the evidence points to high quality teaching being the key to children making the greatest progress.	3
Learning support practitioners in each classroom directed by teachers to support individuals and groups of pupils	Support targeted at specific needs and knowledge gaps can be an effective method to support children who are falling behind, both one-to-one and in small groups	2,3
<i>Improve quality of teaching and reading through high quality cpd and support of English Lead</i>	All the evidence points to high quality teaching being the key to children making the greatest progress	2
<i>Purchase Read Write inc Training Subscription to further enhance teaching of reading</i>	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: EEF Research	2
<i>Purchase standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research	1,2, 3
<i>Embed dialogic activities across the school through the implementation of or Oracy Project.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1,2, 3

<i>We will release the oracy lead to support teachers to develop high quality talk in their classrooms</i>	inexpensive to implement with high impacts on reading: EEF research	
<i>Improve the quality of social and emotional learning through the consistent implementation of the Jigsaw Curriculum.</i>	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 research	4

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

Budgeted cost: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and additional phonic lessons using additional teacher	Targeted phonics interventions delivered as regular sessions have a positive impact	2
Purchases of Reading Plus Programme to support Reading in school and at home	Evidence shows that improving comprehension strategies has a high impact on progress in reading.	2
<i>Engaging with one to one and small group tutoring programme for pupils who need to keep up</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support children who are falling behind, both one-to one and in small groups	2

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Whole school staff training on Emotion Coaching	A universal approach to behaviour such as Emotion Coaching has a positive effect on pupil and staff well-being.	4
<i>Home School Link Worker to provide support to families where attendance needs improving</i>	Dfe published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2	4
<i>Disadvantaged children to be able to participate in enrichment and enhancement activities through extracurricular clubs and funded educational visits</i>	EEF recognise that enrichment activities have intrinsic benefits for all children	6

Total budgeted cost: £ 310 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Activity	Impact
<i>Additional teachers to support in class team teaching in Year 6</i>	As a direct result of carefully targeted support within class, Key Stage 2 SATs results show that in Reading and Maths results were in line with National for disadvantaged pupils.
<i>Additional teacher used across school to team teach and coach in mathematics</i>	Lesson observations and work scrutinies show the positive impact of coaching and maths was in line with national for disadvantaged.
<i>Improve quality of teaching and reading through high quality cpd and support of English Lead</i>	Lesson observations show quality of reading lessons in school is good.
<i>Purchase Read Write inc Training Annual Subscription to further enhance teaching of reading</i>	Training readily available for new and experienced staff, which supports the development of practice.
<i>Purchase standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly</i>	Diagnostic tests are used effectively to target additional support to pupils.
<i>Embed dialogic activities across the school through the implementation of or Oracy Project. We will release the oracy lead to support teachers to develop high quality talk in their classrooms</i>	The Oracy project is becoming embedded and children's talk in the classrooms is observed to be of a higher quality, although we are at the start of this journey.
<i>Improve the quality of social and emotional learning through the consistent implementation of the Jigsaw Curriculum.</i>	Observations show that the Jigsaw curriculum is contributing effectively to the social and emotional development of pupil, Pupils questionnaires are positive.
<i>Small group and additional phonic lessons using additional teacher</i>	The additional teacher has focused on Reception pupils and pupils arriving new to

	country in Key Stage 2. Ongoing records show good progress.
Purchases of Reading Plus Programme to support Reading in school and at home	The Reading Plus Programme significantly contributes to pupils' progress in reading. Teachers use the data generated by the programme to track progress.
Whole school staff training on Emotion Coaching	Emotion coaching is embedded in practice and contributes to pupils being ready to learn.
<i>Home School Link Worker to provide support to families where attendance needs improving</i>	HWSL worked with families directly to improve attendance, although there is still work to be done to improve persistence absence, which we are continuing to do. Attendance for disadvantage pupils was 94.6% compared to national of 92.2% in 2024-25.
<i>Disadvantaged children to be able to participate in enrichment and enhancement activities through extracurricular clubs and funded educational visits</i>	All after school clubs are free, fully funded by the school, allowing all children to access them The significant subsidy of school visits, including the residential also allows all pupils to benefit from enrichment and enhancement activities.

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
N/A	