

Pupil premium strategy statement – *New Bewerley Community School*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	349
Proportion (%) of pupil premium eligible pupils	49.57% (173 chn)
Academic year/years that our current pupil premium strategy plan covers	3 (year 2 of plan)
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Juli Aldwinkle
Pupil premium lead	Kathryn Murphy
Governor / Trustee lead	Nothabo Changwe-Dube

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	Projected spend: £342426 Funded: £271,280

Part A: Pupil premium strategy plan

Statement of intent

New Bewerley aims to use Pupil Premium funding to improve outcomes for all socio-economically disadvantaged pupils. We recognise that children from socio-economically disadvantaged backgrounds face a disadvantage and attainment gap before they even begin school, as research proves (EEF, 2017). Our intention is to ensure that all children, irrespective of the multiple challenges they may face, make good progress and achieve well. New Bewerley recognises the need for a curriculum and offer which bridges the gap and considers 'Every child, Every day'. The focus of our strategy is to ensure that we can support our disadvantaged pupils to achieve the above goal, as well as continue to guide progress for those who are already high attainers.

Funding

As around half of the children at New Bewerley receive pupil premium funding, a large sum of the funding is used to fund up to 50% of specific key staff salaries. The school is situated in the first decile (most deprived) for multiple deprivation and many of the children at New Bewerley living within an area in the first decile, this demonstrates the level of deprivation faced by almost all our pupils (on multiple levels). The staff, whose salary is supplemented by this funding, aim to bridge these particular deprivation gaps. A list of the strategies that these staff deliver are featured below.

When making choices about strategies and interventions we consider the context of the children and research conducted by the EEF.

Barriers that these children face are; limited support at/from home, SEMH and SEND needs, lower language and communication skills, reduced attendance and punctuality and fewer opportunities to cultural capital experiences due to low socio-economic backgrounds.

Our aims are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils' attainment.
- For disadvantaged pupils to meet age-related expectations or exceed them.
- To strengthen the social, emotional, and mental health of disadvantaged learners, ensuring they are prepared for learning

We aim to do this by:

- Ensuring inclusive access to provision for pupils in vulnerable and disadvantaged categories.
- Ensuring adaptive teaching and learning that meets the needs of all pupils.
- Allocating pupil premium funding to support all pupils or groups that have a social disadvantage, as not all entitled children are registered for free school meals.
- Providing funding at the school-wide level

Ensuring these objectives:

Provision will include:

- Ensuring all teaching is good or better for ALL children.
- Individualised or personalised support to be available when necessary.
- EEF recommended intervention programs.
- Additional learning support.
- Contributions towards trips, visits and first-hand experiences.
- Activities that develop cultural capital (Including our Trips/Experience Overview and New Bewerley 60)
- Guidance on strategies, provision, tailored group work and support for those with social, emotional and mental health difficulties.

Challenges

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

Challenge number	Detail of challenge
1	Reduced oracy skills and exposure to vocabulary which can affect attainment across all areas of the curriculum.
2	Early language development is often lower among pupils eligible for Pupil Premium compared to their peers, which can impact phonics acquisition and overall readiness to read. Addressing this gap requires a strong focus on securing foundational language skills to support future learning.
3	Reduced social and emotional development can negatively impact pupils' readiness to learn, often limiting executive functioning skills such as attention, self-regulation, and working memory. These challenges are frequently influenced by factors within the home environment, highlighting the need for targeted support to build resilience and learning capacity.
4	Reduced access to cultural capital opportunities due to socio-economic status affects children's subject knowledge and understanding, in turn leading to lower progress and attainment.
5	Persistent absenteeism and lateness is higher for pupil premium pupils; this affects their attainment and progress.

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
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Priority 1: improved oracy skills.	• Opportunities for oracy and spoken language clear in planning and lesson delivery within all aspects of the curriculum and day to day learning. • Pupils are observed to be more confident in explaining, reasoning and using more ambitious vocabulary.
Priority 2: improving early language and reading skills.	• % increase in the number of disadvantaged pupils achieving the phonics screening check to 70% • % increase in the number of disadvantage children achieving ARE in Y1-6.
Priority 3: Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.	• Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it (measured and evaluated by Pupil Interviews and questionnaires.) • Monitored by SLT informally and formally through individualised provision maps, intervention records and through support of external services. • All staff manage the behaviour of most children consistently, according to Zones of Regulation training and a thorough Behaviour and Relationships Policy. • A carefully considered Character Education plan created to support children's individual character development.
Priority 4: Broaden and enrich cultural capital experiences while fostering high-quality writing and positive citizenship behaviours to prepare pupils for life and learning beyond school.	• All pupils have access to a wide range of cultural capital opportunities, both within and beyond school, including a minimum of three trips or experiences each year. • % increase in the number of PP children accessing sports events. • All EYFS and KS1 pupils access choral support from In Harmony (Opera North) • A curriculum offer that is enhanced by cultural capital opportunities. • Evidence of improved writing outcomes in curriculum assessments and moderation, particularly in extended writing tasks linked to cultural experiences. • Pupils demonstrate positive citizenship behaviours (e.g., respect, responsibility, collaboration) observed through behaviour logs, pupil voice, and classroom practice. • Enhanced vocabulary and language use in writing, reflecting exposure to cultural experiences
Priority 5: Improve attendance and reduce persistent absenteeism through strengthened parental engagement and collaborative strategies that promote consistent school attendance.	• Improve attendance of disadvantaged pupils to LA average • Ensure the majority of PP cohorts meet the School Target of 96% Attendance. • Diminish difference in the majority of cohorts between PP and Non-PP % Attendance. • Decrease the % of PA to less than 15% • Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2025.

	Increased parental participation in attendance meetings, targeted interventions and workshops, measured by sign-in records and engagement logs.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £102,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
- HLTA to specialise in SALT and coordinates SALT work of LSAs - HLTA to specialise in EAL and deliver vocabulary and language interventions for those new to English and developing language acquisition. - Support and strategies to be devised by HLTA specialist and Senior Leader to support all staff to continue the development. - AHT to lead on oracy across school and continue to implement an action plan that focuses on the effectiveness of oracy development across the curriculum and within children's day to day learning. - Maths lead to provide CPD, coaching and devise lesson studies for staff to develop use of vocabulary and oracy through their maths lessons, including through reasoning and problem solving opportunities. - EYFS and Y1 to screen their cohorts using the EYFS SALT screening to identify gaps in oracy and adapt interventions and curriculum to close these gaps.	EEF Mastery learning +5 EEF Parental engagement +4 EEF Teaching Assistant interventions +4 EEF Oral Language interventions +6	Priority 1: improved oracy skills.

- English leader (DHT) to provide CPD/modelling to staff on the importance of peer and group feedback as part of the writing process. - SAHT to introduce discussion-rich assemblies through a well crafted Character Education plan. 5 pillars of learning to be developed and introduced by SLT to ensure that oracy and vocabulary is evident within every lesson. - After school clubs, such as Debate Club, to support children who are Pupil Premium. 'Thursday Thought' to occur weekly and develop discussion within the classroom through the use of Voice 21 action points. - Family support worker to provide parent classes to improve engagement with school and develop vocabulary. - LSAs to deliver pre-teaching sessions. - Staff to implement the Oracy Progression Document stipulated by the AHT leading, taking into account the experiences available for these to occur.		
- Continuous training on a new SSP scheme to all staff throughout the year. - Reading leader to continue to plan and deliver parent workshops around phonics and early reading, increasing parental engagement as well as knowledge to enable parents to support their children at home. - Catch-Up provision: QT every morning for phonics catch-up in Years 1 and 2; LSA and teacher support for same day intervention - Embed the provision on the whole school events calendar to promote a love of reading and writing throughout the year including events such as author visits, Library focus weeks, Reading environment competitions etc.	EEF Teaching Assistant interventions +4 EEF Phonics +5 EEF Small group tuition +4 EEF Parental engagement +4 EEF Reading Comprehension +6	Priority 2: improving early language and reading skills.

• EAL developers to be appointed, and supported by the specialist HLTA and AHT, to support the language developments on new to English learners. • Bell assessments to be used by EAL developers to assess and identify targets for N2E learners. • Children new to school to be assessed as soon as the information is available to ensure a smooth transition into school and effective interventions to be put in place as soon as possible. • Phonics provision for KS2 to be further developed.		
• ZOR to be taught within all year groups, alongside our PSHE and MindMate curriculum, to enable children to self-regulate and identify emotions with readiness to learn. • ZOR areas to be provided in every classroom for children to check in daily and regulate their emotions. Staff to actively check in with children throughout the day through this provision. • Class dojo to be used across school to support positive learning behaviours. An effective rewards system to continue to be implemented alongside this, to support behaviour but also increase parental engagement (assemblies etc). • A new Behaviour and Relationships Policy to be implemented from September 2025, emphasising the importance of ZOR and positive regard strategies. • A member of SLT to support CPD opportunities to develop staff understanding of 'Positive Regard'. • Character education delivered through assemblies will reinforce core values and practical strategies for positive behaviour, embedding these into whole-school culture. • Explicit teaching of developing children's working memory and	EEF Small group tuition +4 EEF Parental Engagement +4 EEF Social and Emotional Learning +4 EEF Metacognition and self-regulation +7 EEF Self-regulation strategies +3 EEF Behaviour interventions +4	Priority 3: Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.

organisational skills in order for children to be able to plan and manage tasks independently. • All children in school to access MHST workshops, building on resilience, as well as parental workshops to support behaviour, emotions and sleep. • Consistent daily timetables, chunked activities and visual cues to those who require it to reduce cognitive overload and support executive functioning skills.		
• Implement a school extra-curricular enhancement calendar, identifying a broad range of after school activities. • Target extra-curricular opportunities towards PP children • Subject leaders to include cultural capital opportunities on long-term and medium-term curriculum plans. • Continue to partner with In Harmony to deliver choral and musicality sessions in lower school and rainbow room as well as interventions for SEND pupils in KS2. • Continue partnerships with Northern Ballet in LKS2, including visits to the ballet. • Continue the implementation of a new curriculum offer which prioritises cultural capital. • Lesson-studies to be completed within year groups during the developmental stage of the curriculum. • Cultural capital to become one of the school's 5 teaching and learning pillars. • Year 5 and 6 to access into university sessions. • DHT to implement a writing curriculum, which support children's oracy, vocabulary understanding and ability to write for a range of purposes, linked to cultural capital opportunities.	EEF Parental Engagement +4	Priority 4: Broaden and enrich cultural capital experiences while fostering high-quality writing and positive citizenship behaviours to prepare pupils for life and learning beyond school.

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

Budgeted cost: £199,689 (includes new staffing roles)

Activity	Evidence that supports this approach	Challenge number(s) addressed
- SALT interventions delivered 1:1 or in group situations by designated HLTA and LSA's as guided by HLTA. - SALT therapist to work with targeted children. Many children with SALT as primary SEND need also in receipt of PP. - Small group pre-teaching sessions for N2E and early acquisition EAL learners. - Daily small group tuition for N2E learners to accelerate vocabulary acquisition. - New children to school to be assessed once entering school to address any SEND or EAL issues.	EEF one to one tuition +5 EEF oral language interventions +6	Priority 1: improved oracy skills.
- Small group tuition (ability groupings) for phonics delivery. - Targeted phonics interventions for PP learners. - Reading interventions delivered by HLTAs and LSAs. - Track reading progress of PP children through pupil progress and FFT to assess the impact of intervention and to impact provision. - Support staff training on language interventions. - Free revision guides provided to Y6 pupils.	EEF Small group tuition +4 EEF Phonics +5 EEF Reading Comprehension Strategies +6	Priority 2: improving early language and reading skills.
- Use BOXALL profiles to identify interventions and classroom strategies for children with an identified SEMH need. - SEMH Lead Practitioner to lead and support children in class and within group situations. 'The Nest' developed to support those who struggle to remain in class full time due to their underlying/undiagnosed SEND	EEF Parental Engagement +4 EEF Social and Emotional Learning +4 EEF Metacognition and self-regulation +7	Priority 3: Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.

need or SEMH need. Two C1 staff employed. - Targeted interventions led by the SEMH Team, including friendship group sessions, Zones of Regulation, Team Work and Social Skills. - MHST Workshops and Family Support Lead Workshops for parents of children who are PP or have an identified support need. - Behaviour as communication delivered to members of the Inclusion Team to then deliver to other members of staff within school. - Identified SENIT support for groups of disadvantaged pupils with SEND and behaviour needs. - SAHT/SEMH Practitioner to provide coaching for staff within the classrooms to further develop consistency across school.	EEF Self-regulation strategies +3 EEF Behaviour interventions +4	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
- SAHT to continue to lead on and drive attendance through school, with a focus on disadvantaged pupils. - An attendance officer to be deployed to manage pupil sickness and absence. - The Attendance Policy to be developed and continue to be aligned with the DfE guidance. - A reward system implemented to promote good and improved attendance. - Home visits to be conducted on the second day of no contact, or sooner depending on the circumstances of the child (PA, CP etc).	EEF Parental engagement +4 DFE Working Together to Improve School Attendance	Priority 5: Improve attendance and reduce persistent absenteeism through strengthened parental engagement and collaborative strategies that promote consistent school attendance.

• Persistent absentees monitored every 2 weeks, with communication sent to parents and follow-up meetings held where necessary. • Whole school attendance data is monitored half-termly, with detailed analysis of pupil groups, including PP. • Case studies are written by the attendance lead • Meet parents of PAs and pupils with punctuality issues. • The FSW will act as Early Help Support officer. FSW to work with SLT to ensure effective working knowledge around vulnerable families. • Attend safeguarding courses related to role e.g. DV, CME • Family support worker to work with the Jess Cluster to support and challenge attendance. • Fining for holidays taken in term-time. • Increased level of parental communication e.g. letters, phone calls, support meetings, attendance newsletters and home visits. • Attendance supervision.		
• Develop initiatives to increase parental engagement based on the 8-steps of the Oxford Report: ○ Creating a welcoming ethos ○ Communicating effectively with parents ○ Reaching the hard to reach ○ Engaging dads ○ Parent groups and workshops ○ Parents evenings ○ Involving parents in their child's interventions • Form partnerships with local charities to enable opportunities for families to access events and cultural capital opportunities outside of the school day.	EEF Parental engagement +4	Priority 4: Broaden and enrich cultural capital experiences while fostering high-quality writing and positive citizenship behaviours to prepare pupils for life and learning beyond school.

• Work alongside local incentives, such as Health For All, to support family relationships (such as Cooking classes for Parents and Children). • Develop the use of parental workshops, in school, online or with external support where possible, to enhance parental engagement within school.		
• Whole school well-being initiatives, such as; Antibullying week, World Mental Health Day and Safer Internet Day to continue to be implemented with progression in learning. • Inclusion team to receive training related to SEMH needs such as DV, trauma and bereavement. • PP lead to be part of the safeguarding team and have regular meetings with the DSL to support the welfare, safeguarding and child protection issues of disadvantaged pupils. Regular meetings will ensure that the academic progress and attainment is understood by all staff involved with the children and high aspirations are had for all.	EEF Social and Emotional Learning +4 EEF Metacognition and self-regulation +7 EEF Self-regulation strategies +3	Priority 3: Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.

Total budgeted cost: £342,426

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils (2024 – 2025)

EYFS Data (PP v Non-PP)

Early Years: Achieving a Good Level of Development

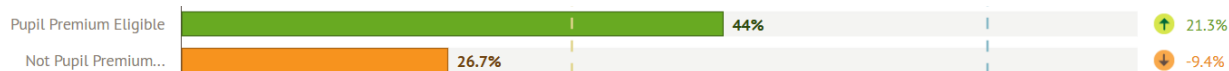


Year 1 Phonics screening check



End of KS1 Data (PP v Non-PP)

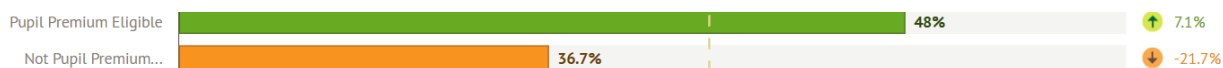
R/W/M Combined (At least expected):



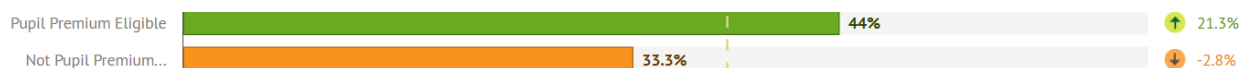
Achieved Expected Standard in Maths:



Achieved Expected Standard in Reading:

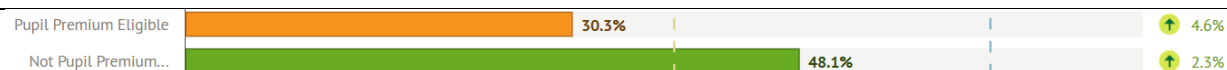


Achieved Expected Standard in Writing:



End of KS2 Data (PP v Non-PP)

R/W/M Combined (Expected Standard):



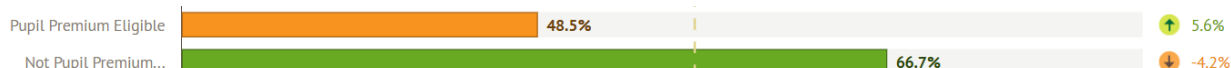
Achieving Expected Standard in Maths:



Achieved Scale Score in Maths:



Achieving Expected Standard in Reading:



Achieved Scale Score in Reading:



Achieving Expected Standard in Writing:



Achieved Scale Score in GPS:



Year on Year Comparison: Pupil Premium Eligible

	2022/2023	2023/2024	2024/2025
Achieving expected standard in R/W/M	24.2%	25.7% (+1.5%)	30.3% (+4.6%)
Achieving expected standard in Maths	45.5%	48.6% (+3.1%)	51.5% (+2.9%)
Achieving expected standard in Reading	30.3%	42.9% (+12.6%)	48.5% (+5.6%)
achieving expected standard in Writing	36.4%	36.1% (-0.3%)	45.5% (+9.4%)

Attendance Review:

	2022/2023	2023/2024	2024/2025
Pupil Premium Eligible	91.31%	92.69% (+1.38%)	93.5% (+0.81%)
Not Pupil Premium Eligible	93.22%	94% (+0.78%)	95.29% (+1.29%)
Gap	1.91%	1.31%	1.79%

Review of 2024-25 Intended Outcomes

Intended outcome	Success criteria
Priority 1: improved oracy skills.	• Opportunities for oracy and spoken language clear in planning and lesson delivery. • Pupils are observed to be more confident in explaining, reasoning and using more ambitious vocabulary. <i>Oracy continues to be implemented and developed throughout school, and is now a whole school priority and expectation in children's day to day learning. We have seen developments in overseas connections with Ukraine, as well as national connections via the Linked Project. Voice21 strategies are being implemented through incentives such as 'Thursday Thought'. Other projects have also been accepted, such as the Cambridge Project by the AHT. A clear impact of these strategies within school needs further evidence to be successful outcomes.</i>
Priority 2: improving early language and reading skills.	• % increase in the number of disadvantaged pupils achieving the phonics screening check to 70% • % increase in the number of disadvantage children achieving ARE in Y1-6. (60%) <i>Although there has been an increase in the percentage of children reaching expected in Reading, Writing and Maths across Key Stage One and Key Stage Two, we are yet to reach the target specified (60%). The number of Pupil Premium Eligible children achieving the expected mark of 32 in the Phonics Screening Check has increased by 8.3% to 66.7%, narrowing the gap to 70%. We have clear written evidence from our RWI support that the scheme is having a positive impact within school currently within KS1, but does need further development in KS2.</i>
Priority 3: improved self-regulation and learning behaviours.	• Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it (measured and evaluated by Pupil Interviews and questionnaires.) • Monitored by SLT informally and formally through Smart plans and intervention analysis

	• All staff manage behaviour consistently, according to Zones of Regulation training. <i>The Behaviour and Relationships policy has been adapted for 2025-2026 academic year, with further emphasis on specific models emphasised by Positive Regard training and the implementation of a SEMH Lead Practitioner. ZOR continues to be key within the classroom, and used daily. Children are able to identify their feelings clearly and label these, but strategies on how to support this need further development. This is also noted to be a development point for their executive functioning skills. Coaching elements are also needed for staff within class to support this. Parental engagement has increased with behaviour this year, with more parents attending celebration events, such as assemblies. They have also completed a behaviour consultation, which supported the re-write of the policy for the 2025-2026 academic year. The next step in the process is to gain parental voice to assess the implementation of the policy. Pupil voice states that children feel safe in school, but need more consistency on the use of consequences.</i>
Priority 4: develop and enhance cultural capital experiences.	• Pupils access a wide range of cultural capital opportunities. • Every child has access to at least 3 trips or experiences a year. • % increase in the number of PP children accessing sports events. • All EYFS and KS1 pupils access choral support from In Harmony (Opera North) • A curriculum offer that is enhanced by cultural capital opportunities. <i>Trips, visits and experiences are continuously been developed and are linked with the curriculum and personal development opportunities. Children are carefully identified and picked to attend specific events, including those who are PP, SEND and SEMH. Visits into school included VR Workshops and authors, as well as through the local community (Places of Workshop Visits). The next step is for teaching staff to utilise the experiences and how these can further support the development of oracy, vocabulary and writing opportunities as we develop the Writing curriculum within school.</i>
Priority 5: improved attendance and reduced persistent absenteeism	• Improve attendance of disadvantaged pupils to LA average • Ensure the majority of PP cohorts meet the School Target of 96% Attendance. • Diminish difference in the majority of cohorts between PP and Non-PP % Attendance. • Decrease the % of PA to less than 15% • Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2025. <i>24-24 attendance for PP was 94.1%, 1.7 higher than national. PA for PP Eligible was 17.9 % and for Not PP Eligible it was 10.19%, with a gap of 7.71%. The PA for the whole school was 16.2%, this</i>

	was mainly due to a number of Summer holidays taken between June and the end of the academic year. However, PP PA was 6.6% lower than national, standing at 17.9%. Until this point, PA was averaging around 14%. The percentage of pupils who were late who were PP Eligible was 2.76% compared to those who are not PP Eligible, 0.93%. A difference of 1.83%. This is a decrease on 2023/2024 (2.49%) and 2022/2023 (4.47%).
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