

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	381 (as of 19.11.24)
Proportion (%) of pupil premium eligible pupils	51.97% (198)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Juli Aldwinkle
Pupil premium lead	Jade Millington
Governor / Trustee lead	Theo Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,610 (£12,850 PLA premium)
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: £294,683 Funded: £289,610

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). New Bewerley recognises the need for a curriculum and offer which bridges the gap and considers 'Every child, Every day'.

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 93.8% 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, roles 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; less support at home, SEMH needs, lower language and communication skills, lower attendance and punctuality and less access to cultural capital experiences due to low socio-economic backgrounds.

Our aims are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils' attainment.
- To support the SEMH of the disadvantaged learners to enable them to be ready to learn.
- For disadvantaged pupils to meet age-related expectations or exceed them.

We aim to do this by:

- Ensuring that provision is accessible for all pupils who belong to vulnerable groups, including disadvantaged.
- 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.
- Allocating funding on a whole school basis (93.8% IMD- decile 1)

Ensuring these objectives:

Provision will include:

- Ensuring all teaching is good or better for ALL children.

- 1:1 support
- EEF recommended intervention programs.
- Additional learning support.
- Contributions towards trips, visits and first-hand experiences.
- Activities that develop cultural capital (New Bewerley 60)
- SEMH support

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 tends to be lower for PP children than 'other' children which can affect phonics acquisition and readiness to read.
3	Reduced social and emotional development can affect readiness to learn.
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
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
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%)
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.
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.
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.

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: £234,381

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, as well as devising classroom strategies to improve language acquisition. - AHT to lead on oracy across school and develop an action plan that focuses on the effectiveness	EEF Mastery learning +5 EEF Parental engagement +4 EEF Teaching Assistant interventions +4	Priority 1: improved oracy skills.

of oracy development across the curriculum. • Maths lead to provide CPD and coaching for staff to develop talking and oracy through their maths lessons, using reasoning 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. • English leader to provide CPD to staff on the importance of peer and group feedback as part of the writing process. • AHT to introduce discussion-rich assemblies through talking point assemblies. • 5 pillars of learning to be developed and introduced by SLT to ensure that oracy and vocabulary is evident within every lesson. • Debating club targeting PP KS2 • Picture News subscription: weekly debating opportunities to take place in class assemblies. Resources provided for developing language of discussion: sentence stems, oracy cards, CPD for support staff (£300 resources) • Plan in Spoken Language opportunities throughout the curriculum: subject leaders to develop this through development of vocabulary challenge in Tier 2 and 3 words. Improved use of stem sentences in all subjects. • Family support worker to provide parent classes to improve engagement with school and develop vocabulary. • LSAs to deliver pre-teaching sessions. • Mystery bag sessions to be introduced within early years to develop vocabulary acquisition.	EEF Oral Language interventions +6	
• Purchase a new SSP scheme to further develop early reading skills. (£5,000)	EEF Teaching Assistant interventions +4 EEF Phonics +5	Priority 2: improving early language and reading skills.

• Training on a new SSP scheme to all staff throughout the year. Phonics Leader appointed to oversee training and development. • Purchase new reading resources and texts to support the SSP scheme. (£10,000) • Reading leader to plan and deliver parent workshops around phonics and early reading • Catch-Up provision: QT every morning for phonics catch-up in Years 1 and 2; LSA and teacher support for same day intervention (£127,625 additional staffing for tuition and catch-up across all areas of need) • Embed the provision on the 'English 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. (£5,000 resources) • EAL developers to be appointed 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.	EEF Small group tuition +4 EEF Parental engagement +4 EEF Reading Comprehension +6	
• ZOR to be taught within all year groups 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 and regulate their emotions. • Class dojo to be implemented across school to support positive learning behaviours. A rewards system to be designed, which runs alongside this. • A new behaviour policy to be implemented emphasising the importance of ZOR and positive regard. • A member of SLT to be trained in positive regard. • Pol-ed lessons to be introduced an taught across school.	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: improved self-regulation and learning behaviours.

Pol-ed lessons to be used to deal with demographical issues in the school.		
- Implement a school extra-curricular enhancement calendar - 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. - Development of a new curriculum offer which prioritises cultural capital. - Subject leaders to be supported to write MTPS for their subjects with release time provided. - 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.	EEF Parental Engagement +4	Priority 4: develop and enhance cultural capital experiences.

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

Budgeted cost: £ 7,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
- SALT interventions 1:1 delivered by designated HLTA and LSA's as guided by HLTA. - SALT therapist to work with targeted children. Many children	EEF one to one tuition +5 EEF oral language interventions +6	Priority 1: improved oracy skills.

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.		
• 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 such as pre-teaching and colourful semantics. • 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.
• Drawing and talking sessions led by the SEMH leader targeted to PP children and children with an identified SEMH need. • Use BOXALL profiles to identify interventions and classroom strategies for children with an identified SEMH need. • Friendship group sessions led by members of the inclusion team for children who are struggling to form positive relationships with their peers. • Socially speaking groups led by members of the inclusion team for children who are struggling to form positive relationships with their peers. • Henry classes for parents of children who are PP or have an identified support need. • Behaviour as communication delivered by West SILC cluster. • Identified SENIT support for groups of disadvantaged pupils with SEND and behaviour needs.	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: improved self-regulation and learning behaviours

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

Budgeted cost: £ 52,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Designated member of SLT to take a lead on driving attendance through school, with a focus on disadvantaged pupils. • An attendance officer to be deployed to manage pupil sickness and absence. • A new attendance policy to be developed. • A new reward system to be developed and implemented to reward and promote good attendance. • Home visits to be conducted on the third day of no contact. • Persistent absentees monitored every 2 weeks, with follow-up meetings with parents. • 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 and home visits. • Attendance supervision.	EEF Parental engagement +4 DFE Working Together to Improve School Attendance	Priority 5: improved attendance and reduced persistent absenteeism

• 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: develop and enhance cultural capital experiences.
• Whole school well-being initiatives, such as; Antibullying week, World Mental Health Day and Safer Internet Day. • 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: improved self-regulation and learning behaviours

Total budgeted cost: £294,684

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-24

EYFS Data (PP v Non-PP)



Year 1 Phonics screening check



End of KS1 Data (PP v Non-PP)

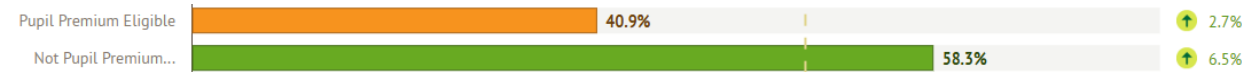
R/W/M Combined (At least expected)



Achieved Expected Standard in Maths



Achieved Expected Standard in Reading



Achieved Expected Standard in Writing



End of KS2 Data (PP v Non-PP)

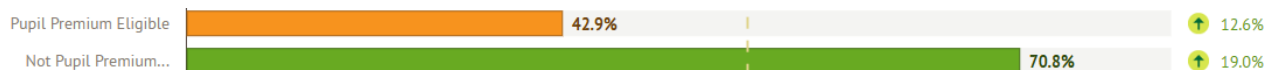
R/W/M Combined (Expected Standard)



Achieving Expected Standard in Maths



Achieving Expected Standard in Reading



Achieving Expected Standard in Writing



Review of 2023-24 Intended Outcomes

Intended outcome	Success criteria
Priority A: progress in reading fluency and comprehension	• Increase % of dis. Y6 pupils (largely low-prior attaining) achieving EXS closer to NA (target: 58%) Increase of 12.6% from the previous year. • Increase % pupils in Y1 achieving the PSC to 90% • Increase % of dis. pupils in Y1 achieving the PSC to 79% (100% of non-disadvantaged; 94% overall) Maintain a gap of less than 10% at GLD between dis. and non-dis pupils +16% PP children outperformed Non-PP.
Priority B: Increase in attainment in writing	• Maintain dis./non-dis gap of 10% or less in Year 6 -13.9% getting closer, but not yet under 10% • Increase % of dis. Y6 pupils achieving EXS closer to NA (42% - was 6% in Y5) • Reduce dis./non-dis gap in Y2 to less than 25% (was 25% in Y1) Reduced to 13.4% Maintain a gap of less than 10% at GLD between dis. and non-dis pupils +16% PP children outperformed Non-PP.
Priority C: Narrowing the attainment gap in maths	• Maintain dis./non-dis gap of 10% or less in Year 6 -5.6% gap • Increase % of dis. Y6 pupils achieving EXS closer to NA (target: 53%, was 48% in Year 5) PP: 48.3% • Reduce dis./non-dis gap to 20% or less in Year 2 (was 24% in Y1) -4.5% • Maintain a gap of less than 10% at GLD between dis. and non-dis pupils +16% PP children outperformed Non-PP. • Increase % of dis. Achieving EXS to above 40% in Y2 (was 38% in Y1) 45%
Priority D: Improving	• Diminish difference in Prime Learning Goal of Language and Communication in EYFS (gap less than -15%) PP Outperformed Non-PP +11.2%

communication skills	• Opportunities for Spoken Language development clear in planning and lesson delivery Introduced talk tasks as part of lesson planning as well as star vocabulary. A progression of skills for oracy has also been created to support teacher's planning. Some improvement seen. SLT are still monitoring the impact and developing this area within the curriculum. • Pupils observed to be more confident in explaining, reasoning and using ambitious vocabulary across the curriculum Observations have demonstrated that this is developing, but not yet embedded. The current SIP addresses this.
Priority E: Improved self-regulation and attitudes to 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 Smart plans and intervention analysis • All staff manage behaviour consistently, according to Zones of Regulation training. Staff have had Zone of Regulation training and children have received taught sessions. ZoR is present across school. Ongoing development taking place. • Lunchtime behaviour is improved Reduction in number of lunchtime behaviour incidences as the year progressed.
Priority F: Improving attendance for persistent absentees	• Improve attendance of disadvantaged pupils to LA average (98.5%) 93.11%. A much more targeted approach this academic year with a designated senior leadership oversight. • Ensure the majority of PP cohorts meet the School Target of 96% Attendance. Y4 and Y5 met the school target. A more rigorous approach to be followed this year. • Diminish difference in the majority of cohorts between PP and Non-PP % Attendance. Some but not all- weekly monitoring by designated SLT. • Decrease the % of PA to less than 20% 19.69% reduced to less than 20% - aim to reduce even further with more targeted support this year.
Priority G: Improved parental engagement	• The majority of pupils can access 'Seesaw' (online learning platform) to support learning at home including homework and isolating work. Parents are confident in using the platform for feedback on their child's learning and communication with teachers and support staff. Seesaw was not being accessed regularly and consistently by pupils and parents. Seesaw is no longer being used. Seesaw has been replaced by homework journals. Staff are encouraged to hold regular daily conversations with parents and be present at the start and end of the day. Parent meeting participation to be tracked more thoroughly with follow up meetings and calls made to non-attenders. • Parents communicate that they are more confident in supporting their children at home. PP Reading attainment and progress in EYFS, KS1 and KS2 to be in line with School Non-PP Reading Attainment and progress

	Gap between PP and Non-PP in reading across school is around 20%. More work to be planned to engage parents in reading and supporting reading at home. Reading events to take place across the year. Reading lead to create a reading calendar. • Increase number of parents attending parents evening (telephone consultations) to above 90%.
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