Pupil premium strategy statement – Bearpark Primary School 2024/5 to 2026/7

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	99 107 for 2025 115 for 2026
Proportion (%) of pupil premium eligible pupils	44 (and 6 EYPP) 43 for 2025 and 7 EYPP 48 PP and 3 EYPP
Academic year/years that our current pupil premium strategy plan covers	**2024/2025 2025/2026** 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 Reviewed December 2025 Reviewed November 2026
Statement authorised by	Mrs J. Clements
Pupil premium lead	Mrs J. Clements
Governor / Trustee lead	Revd Canon Dr Bartlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480 x 44 = £65,120 £63,630 based on 42
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*	£65,120 PPG £340 Service (£350 Service) £2570 PCIC Total: £68,030 Total: £66,550

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	**Emotional resilience and emotional regulation** of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.

2	A high percentage of pupils arriving at school are unable to access their learning due to their **emotional needs and home life issues**, including not having had breakfast.
3	A high proportion of pupils who are eligible for pupil premium do not enter early years at age related-expectations; **communication and language** is poor. This means they need to make more progress than their peers to catch up.
4	Low **attendance** rates for some pupil premium children impacts on their learning. This means they are constantly having to catch up to their peers.
5	Less engagement in supporting children with their **reading** means that staff have to ensure there are opportunities in school to support reading and develop a love of reading.
6	Due to low starting points in **verbal communication and language**, some disadvantaged pupils struggle to meet the expected standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies. **(Oracy)**
7	Level of deprivation means that many of our pupils have limited life **experiences** to draw upon to enrich their learning and understanding.
8	Less engagement in online learning by some pupils has resulted in wide- ranging gaps in **basic skills in both Maths and English** therefore making it difficult for them to access their learning effectively.

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
Improve emotional resilience and emotional regulation for all pupils through use of TA support and focused interventions	Intervention and lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours
Children are effectively supported through high quality intervention and care from teachers and assistants who are following advice from external agencies in order access their learning effectively	Fewer children are disengaged in lessons and reluctant to begin their day
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2025
Improve the overall attendance of PP children and reduce the number of persistent absentees across all key stages	There are increased attendance rates for Pupil Premium children Percentage of persistent absentees is at least in line with National Average
Increase engagement with parents to support the development of reading at	By the end of the academic year, attainment in reading for all pupils

home to support the bottom 20% of readers across school	improves across the whole school compared to standardised assessment in summer 2025
End of year assessments confirm that increased proportions of disadvantaged pupils meet the standard	Percentage of PP pupil meeting the expected standard improves from 2025
Provide children with a wide range of enrichment activities to ensure they receive a variety of stimulus to enrich their learning	Pupils are able to build on experiences and enrichment to engage in their learning and improve the quality and standard of their work in all areas of the curriculum Improved participation at wide range of enrichment clubs
Provide a personalised intervention programme for all children with focused additional intervention sessions for some pupils	By the end of the year, gaps in basic skills knowledge in English and Maths will be diminished and this will be evidenced in the classwork and assessments completed by the children

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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWEL CPD for Teachers and Teaching Assistants	promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 and 3
Training for the newest staff- Zones of Regulation and Comm+Int.	EEF:It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1 and 3
Training for LTS- Behaviour, interactions, etc.	EEF: There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Understanding a pupil's context will inform effective responses to misbehaviour.	3

Refresher ELS Phonics for EY/KS1 staff	Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	5
High quality nursery provision with a qualified teacher, leading the development of language	One recommendation focuses on the importance of high quality interactions between adults and children to develop their communication and language skills. Another suggests using a range of different activities– like singing, storytelling and nursery rhymes–to develop children's early reading and ability to hear and manipulate sounds. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	3 and 6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWEL Assessments/Therapy	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1
Specific referrals to agencies- ERN, EWEL, EP, Sensoryworx,		1
TA support for interventions	For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 and 2
Language Focus- Launchpad	Early Language Development https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Law_et_al_Early_Language_Development_final.pdf?v=1734413706	3 and 5
Speech and Language Link	Early Language Development https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Law_et_al_Early_Language_Development_final.pdf?v=1734413706 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf?v=1734413706	6
Maths.co.uk	'Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds. Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.	5 and 8
RM Maths	The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the	8
TT Rockstars		8

	ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Accelerated Reader	The Reading House https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house	5
Spelling Frame	The Reading House https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house	8
Lexia	The Reading House https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house	8
Book packs for EY linked to topic	https://educationendowmentfoundation.org.uk/early-years/toolkit The Reading House https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house	5
National Geographic Subscription	The Reading House https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house	5
Durham Learning Resources subscription, including Fiction Express	The Reading House https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house	5
Enrichment linked to Pupil Passports	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Increased engagement will be translated into improved outcomes.	4 and 7
Future steps- SMART and EARTH, including Motor skills and range of enrichment clubs	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 7 and 8

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

Budgeted cost: *£10,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Breakfast Club staffing (x3) and resources	offering pupils in primary schools a free and nutritious meal before school can impact their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 12 . https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	2
Stay and Read/play sessions	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Attendance Rewards- Staff boxes, certificates and £10 prizes vouchers	With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	4

Total budgeted cost: £36,000+£25,000+£10,200=£71,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In Y6 2024 end of year published data, 57% of PPG children Age Related Expectations in Reading.

In Y6 2024 end of year published data, 29% of PPG children were working at Greater Depth Standard in Reading.

In Y6 2024 end of year published data, 71% of PPG children ARE in Writing.

In Y6 2024 end of year published data, 14% of PPG children were working at Greater Depth Standard in Writing.

In Y6 2024 end of year published data, 86% of PPG children ARE in Maths.

In Y6 2024 end of year published data, 14% of PPG children were working at Greater Depth Standard in Maths.

43 children attend breakfast club daily. Over 50% of these children attract the PPG funding.

Over 60% of our children who attend enrichment clubs attract the PPG funding.

Ofsted reported in February 2024 that:

Pupils have wide and varied learning opportunities beyond the academic curriculum. The school has developed an engaging range of clubs. This includes photography, languages and sport. Pupils appreciate this offer. The vast majority of pupils take part in extra-curricular activity regularly.

Pupils and staff are positive about the school's restorative behaviour system. Strong relationships are evident throughout the school.

Zones of regulation is embedded in all classes in structured and unstructured times of the day.

12 children have accessed EWEL support.

Accelerated Reader produces good results and children are motivated by competing against themselves, and others. (see data) Further resources are required to maintain this high standard.

ELS continues to have great phonic outcomes.

Makaton training took place for 12 members of staff, to support those children who communicate in different ways.

Parents/carers are involved at least once each term through ‘stay and play’ sessions, consultations, and EWEL coffee mornings.

Attendance continues to be prioritised. Rewards are given and successes shared.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SMART and EARTH	Future Steps
Motor Skills Programme	AE Sports
EWEL, C+Int.	DCC SEND through COL
EWEL Service Level Agreement for 2025/2026	DCC EWEL

Review December 2025

(from IDSR)

Year	co-hort	School	Na-tional	National distribution banding
Reading KS2 PP 2025	5	20%	63%	Small cohort
Writing KS2 PP 2025	5	60%	59%	Small cohort
Maths KS2 PP 2025	5	60%	61%	Small cohort

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25	S	47%	S
2023/24	57%	46%	Close to average
2022/23	40%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	50%	62%	Below
2024/25	S	63%	S
2023/24	57%	62%	Close to average
2022/23	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25	S	59%	S
2023/24	71%	58%	Above
2022/23	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25	S	61%	S
2023/24	86%	59%	Above
2022/23	60%	59%	Close to average

Early Years (from VYED):

Academic year	Actual percentage GLD	
2022/23	63.6%	
2023/24	56.3%	
2024/25	66.7%	4 PP in cohort of 14 50% of PP reached GLD

Y1 Phonics: 6 PP 84% PP at Expected Standard

Y4 MTC: 6 PP 84% PP at Expected Standard

Attendance PP: End of 2024/2025 academic year attendance is 93.3% (non-PP 94.2%

Attendance PP: 2025/26 (up to end of November) 94.37% (non-PP 93.04%)

We continue to have various attendance rewards- vouchers, sweetshop, etc.

All staff continue to support attendance for families.

TAs to support gaps in learning following attendance.

4 children with PP funding have accessed EWEL bespoke support this term.

All children with PP funding have received National Geographic monthly magazine subscription.

All pupils in Nursery have received book packs using EY funding.

Early Help groups running in school: staying cool

Yoga weekly sessions for Spring 2026

TAs continue to support a soft landing.

All nursery children have been assessed using Wellcomm Language screening.

Weekly Nurture for KS1 and KS2.

SMART and Earth- Future steps 3xweekly for all identified children in KS1 and KS2

Daily interventions for Maths and English.

Good attendance at enrichment clubs (free and inclusive)- chess, swifties, wild outdoors, languages, art, puzzles, friendships, etc.

Wide range of experiences: magician, theatre, chemistry, sports festivals, church visit, etc.

November 2026 Review of previous year (2025/2026)

Attendance:

Whole school attendance 94% PP Attendance 93.2% Non-PP Attendance 94.7%

Rewards, including vouchers, continue.

Data/Outcomes (basic skills):

66% of PP in R (3 children) reached **GLD**

75% of PP in Y1 (4 children) met the standard in **phonics**

50% of PP in Y4 (4 children) scored 20+ at **MTC**

100% of PP in Y6 (4 children) achieved the expected standard in **Reading**, and 50% at GDS

75% of PP in Y6 (4 children) achieved the expected standard in **Writing**, and 25% at GDS

75% of PP in Y6 (4 children) achieved the expected standard in **Maths**

Behaviour:

Behaviour continues to be consistently good.

6 children accessed EWEL, some 1:1 and some in groups.

We continue to have a KS1 Nurture space, and at KS2 too.

Parents/Carers:

Workshops and Hub access continues

Oracy:

Voice 21 project for the year

'I am Bearpark' local heritage project

Experiences:

Enrichment clubs are well attended, including chess, Swifties, dance, wild outdoors, phonics, etc. and are mainly run by staff in our school.

Experiences include, Brass Festival, Captain Chemistry, farming/careers. glass workshop, police dogs, Beamish visit, water safety, fire service, police, NSPCC, police dogs, etc.

Breakfast Club:

Breakfast club has had paid places since January 2026. All children are offered breakfast at 10.30am.

Interventions/TA support:

Interventions include, Paths, peer mentoring, NOW, decider, Maths, English and SEMH

CPD:

Restorative approach, ELKLAN, Lego therapy, NOW, Purposeful Inclusion and Durham Resilience Project, for all staff.

Resources:

Additional ipads and laptops have purchased for Year 1 to Year 6, to allow access for online support programmes including Lexia, TT Rockstars, etc.

Additional resources have been purchased for Nurture rooms.

Looking ahead to 2026/2027:

115 on roll

48 PP

3 EYPP