

# Bewdley Primary School

## Pupil Premium Strategy Statement

### 2024-2025

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bewdley Primary School
Number of pupils in school	390 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Strategy Statement for 2024/2025 New 3-Year Pupil Premium Strategy for 2025/2026-2028/2029 at end of document
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amanda Bradley <i>Headteacher</i>
Pupil Premium Lead	Amanda Bradley <i>Headteacher</i>
Governor / Trustee lead	Helen Ruffles <i>Chair of governors</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,035.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> funding, state the amount available to your school this academic year	£118,035.00



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## Pupil Premium Strategy Statement

### 2024-2025

#### 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.

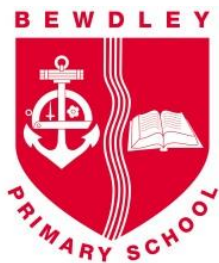
We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

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



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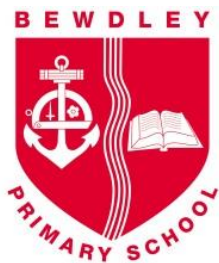
## Pupil Premium Strategy Statement

### 2024-2025

## Challenges

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

Challenge number	Detail of challenge
<b>1 Language</b>	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
<b>2 Reading</b>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Through Key Stage 2 the gaps in reading do close but PP pupils are still more likely to not achieve ARE than non-PP pupils.
<b>3 Maths</b>	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
<b>4 School Closures – knowledge gaps</b>	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
<b>5 School Closures – stamina for learning</b>	The absence from school during Covid lockdowns have had an impact on many children in terms of their levels of concentration and ability to sustain focus. This has been particularly the case for disadvantaged pupils as their levels of engagement were lower during remote learning (many were hard to engage during this time) and they were reluctant to focus on their learning. Since Covid, absenteeism for disadvantaged pupils continues to be higher than for non-PP pupils
<b>6 Attendance and punctuality</b>	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.  Up to 20% of disadvantaged pupils have been 'persistently absent' compared to 6 – 8 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.



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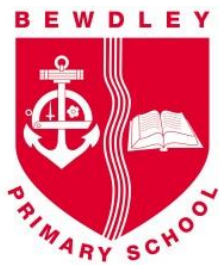
## Pupil Premium Strategy Statement

### 2024-2025

### 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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and pupil discussions.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils achieve the expected standard than are currently
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils achieve the expected standard than are currently
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in bullying and pupils needing a PSP</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3-4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</li> </ul>



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### 2024-2025

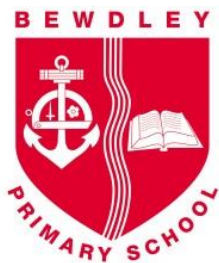
#### Activity in this academic year

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: **£59,666**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure continuing professional development for teachers and staff is aligned with the curriculum so that it develops teachers' pedagogical knowledge and teaching content knowledge over time.</p> <p>Focus: developing progression for learning, retrieval practices, depth of knowledge, and effective differentiation</p> <p><b>(CPD £10,000)</b></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1,2,3,4
<p>To hold progress meetings (termly) with each staff member to review the progress of pupils (specific focus disadvantaged) to then address and adapt provision as required.</p> <p><b>(Release time: £4,200)</b></p>	<p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p>	1,2,3,4

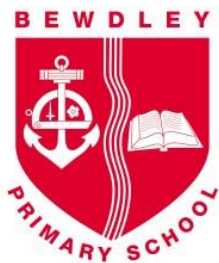


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	<a href="https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching</a>	
<p>To introduce a new <a href="#">Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils and staff training.</p> <p>Cover and additional training/Resources</p> <p><b>£4,000</b></p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Quality First teaching Intervention group (The Hub – Jeffers class) for those pupils who are working significantly below age related expectations.</p> <p>19 KS2 pupils in group, 12 are PP (63%)</p> <p>1 teacher x 5 mornings per week, 2 x Grade 3 TAs 5 mornings per week</p> <p>£19,734 + £9,866 + £9,866</p> <p><b>£39,466</b></p> <p>(some money to be subsidised by Notional SEN Budget)</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support</a></p>	1,2,3,4,5
<p>Participation in NCETM's Mastering Number programme. Teacher release time to access Maths Hub resources and CPD and embed key elements of guidance in school</p> <p>Increase resources for Early Years to support Maths teaching</p>	<p>'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more</p>	3



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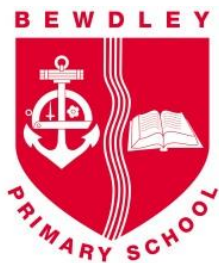
### 2024-2025

<p>(£1,000)</p>	<p>progress later, in both maths and other subjects.'</p> <p><a href="https://www.ncetm.org.uk/news/mastering-number-a-newprogramme-for-early-primary-pupils/">https://www.ncetm.org.uk/news/mastering-number-a-newprogramme-for-early-primary-pupils/</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Continue to develop school's behavioural approaches, with continued guidance from Unity Academy</p> <p>£1,000</p>	<p>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):</p> <p><a href="https://www.eef.org.uk/media/1000/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: **£59255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support identified pupils with lunchtime support to develop social skills</p> <p>5 hours Family Support Worker/Nurture Practitioner</p> <p><b>(£5,500)</b></p>	<p>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):</p> <p><a href="https://www.eef.org.uk/media/1000/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Targeted interventions on a 1- 1 or small group basis (delivered by TAs during the days)</p> <p>TA interventions</p> <p>£21100</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p>	<p>1,2,3,4,5</p>



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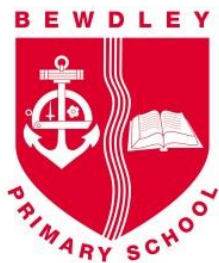
### 2024-2025

<p>Strategic small group Interventions for RWM for KS1 and KS2</p> <p>£21625</p> <p>Year 6 daily after/before school interventions for 2 terms by 3 teachers</p> <p>£9030</p> <p>Total £21625 + £14628 + £9030</p> <p><b>£45,283</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targeted">https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targeted</a> academic-support</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Provide after school small group Tuition for identified pupils to close gaps in learning in Reading, Writing and Maths</p> <p><b>£2,000</b></p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support</a></p>	1,2,3,4

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

Budgeted cost: **£53666**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p><b>£2,000</b></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/behavior-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5

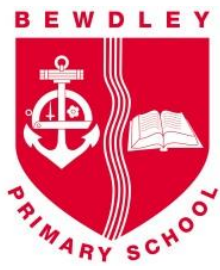


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<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to ensure systems are embedded</p> <p>Employment of Family Link Worker to support parents</p> <p><b>£11,857</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Provide 1:1 mentoring support for pupils with significant or specific emotional needs</p> <p>15 hours x HLTA per week</p> <p><b>£16,809</b></p>	<p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Both community-based and school-based approaches can be successful:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a></p>	<p>5</p>
<p>Provide wider opportunities to develop pupils' cultural capital by subsidising visits and visitors e.g. theatre, religious places of worship, art, music, dance, sports, books etc</p> <p><b>£20,000</b></p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p> <p><b>£3,000</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and may require immediate additional support</p>	<p>All</p>

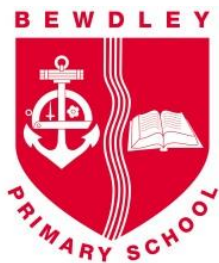


# **Bewdley Primary School**

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### **2024-2025**

**Total budgeted cost: £172,587** (some of this is subsidised by other funding as detailed above)



# Bewdley Primary School

## Pupil Premium Strategy Statement

### 2024-2025

## 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.

Our data for 2024/25 indicates that the outcomes we aimed to achieve in our previous strategy have not yet been fully realised and there continues to be a considerable difference in attainment between disadvantaged pupils and non-disadvantaged pupils. However, progress is being seen in new areas which does suggest that Pupil Premium funding is being used effectively.

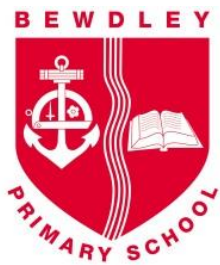
#### Attendance

Attendance has improved in all areas, when compared to the previous academic year.

- The school is slightly above national and attendance figures for all children and has improved from the previous year
- The school is below national figures for pupil premium children
- The school is slightly above national attendance figures for non-pupil premium children.

In 2024/25, persistent absence was 15.6%, which is broadly in line with national figures.

	All Children		PP Children		Non-PP Children	
	2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025
School	94.5%	94.8%	91.5%	90.7%	95.5%	95.9%
Local	93.8%	N/A	91.8%	N/A	94.9%	N/A
National	94.3%	94.5%	91.8%	92.1%	95.2%	95.5%



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### 2024-2025

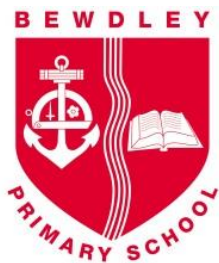
#### Attainment

<b>EYFS GLD</b>	All children	PP Children	Non-PP Children	Difference
2022/2023	70%	60%	72%	-12%
2023/2024	32%	0%	39%	-39%
2024/2025	76%	38%	86%	-48%

<b>Y1 Phonics Screening</b>	All children	PP Children	Non-PP Children	Difference
2022/2023	69%	50%	72%	-22%
2023/2024	88%	85%	89%	-4%
2024/2025	67%	53%	74%	-21%

<b>Y4 MTC</b> <i>(Average Score)</i>	All children	PP Children	Non-PP Children	Difference
2022/2023	21.2	20.9	21.3	-0.4
2023/2024	21.7	19.5	22.2	-2.7
2024/2025	21.4	18.7	22.4	-3.7

<b>KS2 Reading</b> <i>(Scaled Scores)</i>	All Children	PP Children	Non-PP Children	Difference
2022/2023	106.5	104.7	107.1	-2.4
2023/2024	103.9	103.2	105.5	-2.3
2024/2025	106.7	103.5	107.4	-3.9



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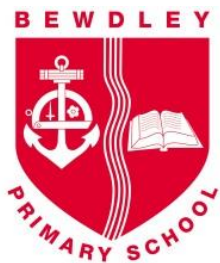
### 2024-2025

<b>KS2 Maths</b> <i>(Scaled Scores)</i>	All Children	PP Children	Non-PP Children	Difference
2022/2023	102.9	100.1	103.8	-3.7
2023/2024	100.8	97.6	102	-4.4
2024/2025	105.8	103.4	106.5	-3.1

<b>KS2 SPaG</b> <i>(Scaled Scores)</i>	All Children	PP Children	Non-PP Children	Difference
2022/2023	105	102.3	105.8	-3.5
2023/2024	102.1	99.8	103	-3.2
2024/2025	106.9	107	106.9	+0.1

<b>KS2 Writing</b>	All Children	PP Children	Non-PP Children	Difference
2022/2023	71.7%	68%	73%	-5%
2023/2024	53.4%	22%	68%	-46%
2024/2025	75%	55%	84%	-29%

<b>KS2 RWM</b>	All Children	PP Children	Non-PP Children	Difference
2022/2023	56.7%	40%	62%	-22%
2023/2024	41%	6%	58%	-52%
2024/2025	69%	58%	83%	-25%



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## Pupil Premium Strategy Statement

### 2024-2025

## Further information

### New 3 Year Strategy Plan for 2025/2026-2028/2029

## Challenges

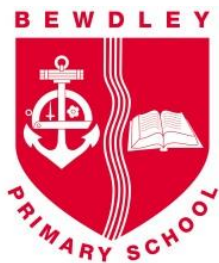
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Weak early language and communication skills</b> , particularly in EYFS, limit disadvantaged pupils' readiness for learning. This is compounded by a high proportion of pupils with overlapping disadvantage and SEND and remains a post-pandemic legacy issue
2	<b>Inconsistent early reading and phonics outcomes</b> mean some disadvantaged pupils do not secure the foundational decoding skills required for fluent reading, placing them at risk of future underachievement.
3	<b>Lower attainment in writing and SPaG</b> restricts disadvantaged pupils' ability to articulate learning effectively across the curriculum, contributing to wider attainment gaps as pupils move through the school.
4	<b>Gaps in mathematical fluency and conceptual understanding</b> persist for disadvantaged pupils, particularly those with additional needs, limiting progress and confidence in problem-solving.
5	<b>Attendance and persistent absence</b> disproportionately affect disadvantaged pupils, reducing learning time and limiting the impact of otherwise effective classroom teaching and intervention.

## 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 early language acquisition and communication skills	Disadvantaged pupils in EYFS demonstrate stronger oral language skills, leading to increased proportions achieving GLD and reduced gaps to non-disadvantaged peers.

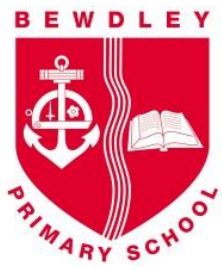


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Secure phonics knowledge and improved reading fluency	Disadvantaged pupils achieve strong outcomes in phonics and early reading, with attainment at least in line with national averages and sustained progress over time.
Improved writing outcomes across the curriculum	A higher proportion of disadvantaged pupils meet age-related expectations in writing, with clear evidence of improved Spelling, Punctuation and Grammar application in wider curriculum work.
Stronger mathematical fluency and progress	Disadvantaged pupils make sustained progress in mathematics, supported by targeted and responsive intervention, resulting in narrowing attainment gaps.
Improved attendance and engagement with learning	Attendance for disadvantaged pupils improves year-on-year, with a measurable reduction in persistent absence and improved engagement in learning.



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### **2024-2025**