

Pupil premium strategy statement (2021-2022)

Reviewed September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Berry Hill Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils Dec 2021	10.5 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	10th December 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Melanie Price (Acting Headteacher)
Pupil premium lead	Laura Smith
Governor / Trustee lead	Laura Poxon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59835
Pupil Premium funding allocation for this year (Post LAC)	£0
Pupil Premium funding allocation this academic year (Service)	£2480
Recovery premium funding allocation this academic year	£ 7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£69420

Part A: Pupil premium strategy plan

Statement of intent

At Berry Hill, we aim to EQUIP our pupils with the best set of key skills and knowledge, delivered by 'High Quality, High Impact' teaching and learning. EMBEDDING this through an engaging, purposeful and challenging curriculum. ENRICHING pupils' learning experiences by providing a wealth of opportunities to motivate and inspire them enhancing key learning, which ultimately unlocks their talent and fulfils their potential. The ultimate outcome at Berry Hill 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 and identified academically vulnerable pupils to achieve that goal, including progress for those who are already high attainers. 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 the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact in closing the disadvantage attainment gap and at the same time will benefit all pupils. Our current strategy considered the individual barriers faced by pupils, and how these can best be overcome through a planned, reviewed, monitored programme of support. A balanced approach, taking research for best outcomes into account, is planned to:

- Ensure disadvantaged pupils are supported and challenged in the work they are set
- Respond to needs at the point they are identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's 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	In Years 1-5, Pupil Premium children are not achieving as well in reading, writing and maths. This gap has been exacerbated by the pandemic.

2	Assessments, observations and discussions with staff, parents and pupils indicate under-developed language skills and vocabulary gaps among some disadvantaged pupil. Some children have limited breadth of vocabulary, which impacts on access to and attainment across the curriculum.
3	Assessments, observations and discussions with staff, parents and pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, and this then impacts on reading in Key Stage 2.
4	Assessments and observations indicate the education and wellbeing of our disadvantaged pupils has been particularly impacted by school closures. Parent communication over the last two terms has identified an increase in social, emotional and mental health concerns for many pupils, including the impact of lack of experiences on children within early years. This internal data is supported by national studies. They also highlighted a lack of enrichment experiences during school closure, with an impact on cultural capital and social skills. These impact on language and attainment, confidence and learning attitudes.
5	The majority of children attend well, however some individual children have low attendance. Some of the group are less involved in after school activities. Many are less well supported with homework or home learning activities than non-PP children.

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 and vocabulary skills among disadvantaged pupils	80% of Pupil Premium children will achieve a good level of development for communication at the end of Early Years. Assessments and observations will show improved oral language among disadvantaged pupils in KS1 and KS2. This will be evident through triangulation of evidence including engagement in lessons, book looks and formative assessments.
Improve writing attainment for disadvantaged pupils	KS2 writing outcomes in 2024/2025 will show more than 80% of disadvantaged pupils meeting the expected standard.
Improve reading attainment for disadvantaged pupils	KS2 reading outcomes in 2024/2025 will show more than 80% of disadvantaged pupils meet the expected standard
Improve maths attainments for disadvantaged pupils	The gap between pupil premium pupils and non- pupil premium pupils will be reduced to below 12.5% across all year groups by Summer 2022

<p>To improve and sustain improved well-being for all pupils within school in particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To improve, and sustain improved attendance for targeted pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £42860.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 3
Ongoing CPD for all teaching staff including but not limited to networks for subject leaders, development courses, Walkthrus, Use of the QAFT document to triangulate quality assurance and enable coaching, Support for Early Career teachers	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (EEF) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1
Specialist teaching – quality provision for ART	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, particularly in re-engaging and developing skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11531.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for vulnerable pupils including Service Premium pupils	<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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	3
<p>Direct Targeted support through Children's Champion/HLTA/ tutoring</p> <p>Keep-up sessions</p> <ul style="list-style-type: none"> • Pre-teach sessions • Emotional and social support groups • Support within the classroom • Whole school CPD to ensure consistency of approach • Interventions – fine motor, gross motor, visual perception • 1-1 support for targeted children 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	1 2 3 4

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

Budgeted cost: £15028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access</p> <ul style="list-style-type: none"> Extended Schools co-ordinator After school clubs - homework Additional sports activities Access to Forest Schools – Outdoor Oracy 	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support (EFF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	5

and implement new procedures and appointing attendance/support officers to improve attendance.		
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Total budgeted cost: £69420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2021- 2022 was a year of significant change for Berry Hill, with a new headteacher and deputy headteacher joining, along with changes in several staff areas. This will have an impact on a several aspects of the original three year plan. A reviewed Plan will be published for 2022-2025.

Attainment and Progress:

At the end of EYFS, 60% of PP pupils achieved GLD in Prime areas, although one PP pupil also had SEND and has subsequently moved to Specialised provision.

At the end of KS1, 50% of 8 PP pupils achieved ARE in reading, 32,8% in writing and 50% in Maths.

In KS2, PP pupils achieved 77% ARE or above in reading, compared to non PP 67%. In Maths, PP pupils achieved 86% ARE or above compared to 65% for non-PP. In writing, 100% of PP pupils achieved the expected standards compared to non PP 76%. Combined results were also better for PP pupils at 71% compared to 49%.

Phonics:

There were very low numbers of Pupil Premium Pupils within the Year 1 cohort 2022, with 66% of these overlapping with SEND. 33% of these pupils passed the Year 1 Phonics screener.

All staff have completed training in the chosen programme, and it is implemented across EYFS and KS1, with regular reading and group/individual catch up sessions.

Staff training:

Both ECT teachers within school were supported to pass their ECT year. A number of staff members were supported to achieve an NPQML.

Attendance:

End of summer term PP attendance was 91.71% compared to whole school of 93.94%.

Supporting attendance has been a focus of this term, with support from the Office team, Phase Leads and the development of different letters for different groups of pupils attending at different levels. Work with key parents is also of importance, and this has included home visits and daily contact. Key staff in the school have developed very thorough monitoring systems to support this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Full amount
What was the impact of that spending on service pupil premium eligible pupils?	Improved emotional support and confidence within school through access to nurture breakfast club and an additional adult trained in ELSA support.