

Pupil premium strategy statement 2022-2025 Review 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 and 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intended 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	442
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Ben Trenowden
Pupil premium lead	Laura Smith
Governor / Trustee lead	Laura Poxon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54015
Pupil Premium funding allocation for this year (Post LAC)	£0
Pupil Premium funding allocation this academic year (Service)	£2790
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62460

Part A: Pupil premium strategy plan

Statement of intent

At Berry Hill Primary School, our vision is a simple one:

Be Kind, Work Hard, Be Brave.

We want to help produce outstanding individuals who know the importance of kindness, hard work and being brave and who will leave us with a sense of responsibility to make positive contributions to society.

At Berry Hill Primary School, we value our three core values of kindness, hard-work and bravery. We highlight and reward whenever we find these qualities. Where we find these qualities missing, we teach, we model, we learn and we grow.

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 1-6, not all Pupil Premium children are achieving as well as non-PP pupils in reading, writing and maths.
2	Assessments, observations and discussions with staff, parents and pupils indicate under-developed language skills and vocabulary gaps among some disadvantaged pupils. 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.
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 1 and 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 social experiences on children within early years. This internal data is supported by national studies. This was particularly evident in EYFS, where not achieving goals for PSED impacted on the children's potential to achieve GLD. It is also reflected in the increased SEND SEMH needs seen, alongside an increase in referrals to outside agencies.
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 engagement, confidence and use of language and vocabulary skills among disadvantaged pupils across the curriculum.	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	KS2 maths reading outcomes in 2024/2025 will show more than 80% of disadvantaged pupils meet the expected standard
To improve and sustain improved well-being for all pupils within school in particularly our disadvantaged pupils (SIP Target 3) To improve and develop PSED and well – being within EYFS (SIP Target 4)	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice collected by Senior Mental Health Lead, staff and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • An increase in the number of EYFS pupils achieving GLD.
To improve, and sustain improved attendance for targeted pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, 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 2% 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: £63000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Phonics programme to	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:	1, 2, 3

secure stronger phonics teaching for all pupils.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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/Newly Qualified Teacher	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, 2
Improved assessments and information sharing regarding diminishing the difference	Identify individual barriers and gaps in learning to promote accelerated progress through adaptations to curriculum, teaching, individual feedback EEF Evidence review 2020 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2,3
Improved whole school curriculum, teaching and learning	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning (maths)	1,2,3,4

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

Budgeted cost: £34788

Activity	Evidence that supports this approach	Challenge number(s) addressed
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/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	3
<p>Prioritise PP pupils for:</p> <ul style="list-style-type: none"> • tutoring • Keep-up sessions • Pre-teaching sessions • Emotional and social support groups • Support within the classroom • Interventions – fine motor, gross motor, visual perception, 1-1 support for targeted children <p>Whole school CPD to ensure consistency of approach</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</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/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1 2 3 4

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

Budgeted cost: £23300

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 • Improved opportunities to develop social and confidence through play and lunch times. (Opal) 	<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>Well being as a school Improvement target – Take 5 breathing, ELSA/Counselling support for vulnerable pupils including Service Premium pupils, access to Think Children counsellor,</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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</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>	5

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	
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Total budgeted cost: £62,460 contribution to £121,088

Part B: Review of outcomes in the previous academic year 2022- 2023

Pupil premium strategy outcomes

School focus in improving the quality first teaching and support of phonics in early years and Key Stage 1 over the last year was particularly successful in promoting outcomes for pupil premium pupils, with 100% of Pupil premium children passing the phonics screening check in Year 1, and with all pupils passed by the end of Year 2. This was better than locally, across the county and nationally. Continuing to support and develop practice in this area is key to developing long term skills in English and the plan will continue to focus in this area.

Out internal data suggest writing is of greater concern within KS2 particularly for pupil premium pupils (as evidenced by data at end of 2023 KS2 SATs), and there will be a greater focus on improving quality first teaching in these areas.

Review of our specific outcomes for the academic year 2022-2023:

Intended outcome	Success criteria
Improved engagement, confidence and use of language and vocabulary skills among disadvantaged pupils across the curriculum.	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.
<p>Impact:</p> <p>Berry Hill had very small numbers of pupils in the EYFS co-hort – the outcomes for 2023 reflected the individual pupils needs rather than a pattern, both pupils achieving age expected levels within the area of communication. Individual targeted intervention in areas missed within GLD has been prioritised in Year 1 to close the gap. Pupil Barrier work will also be completed with class teacher to support at the end of each term to ensure the gaps are closed and remain so.</p> <p>Pupil voice continues to show that pupils are less confident in using a range of vocabulary and this will continue to be a focus in next year's plan. From this pupil voice, lesson observations, book looks and data analysis, we also believe that we need to continue to work on engaging and promoting confidence amongst disadvantaged children across the curriculum.</p>	

Intended outcome	Success criteria
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	KS2 maths reading outcomes in 2024/2025 will show more than 80% of disadvantaged pupils meet the expected standard
<p>Impact:</p> <p>Data analysis shows positive improvement in outcomes in EYFS, Phonics screening check and KS1 SATS, with triangulation of book looks, session observations and planning scrutiny through 2022-2023 showing a high level of consistency and thorough implementation of the Little Wandle Phonics programme across EYFS and KS1.</p> <p>At the end of KS2, Pupil premium pupils achieved comparably in reading and maths to other pupil premium pupils locally, but less well in writing. Scores for combined SATs outcomes were comparable. 57% of pupil premium pupils achieved age related outcomes in math, 57% in reading, 43% in writing with 14% at greater depth, and 43% in combined (29% GD).</p> <p>Data projection for the two years shows very different needs, barriers, pupil profiles and a greater emphasis on targeted, personalised interventions needs to meet specific pupil needs. Our plan for next year will be adapted to reflect this.</p>	
Intended outcome	Success criteria
<p>To improve and sustain improved well-being for all pupils within school in particularly our disadvantaged pupils (SIP Target 3)</p> <p>To improve and develop PSED and well – being within EYFS (SIP Target 4)</p>	<p>Sustained high levels of wellbeing for 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice collected by Senior Mental Health Lead, staff and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • An increase in the number of EYFS pupils achieving GLD.
<p>Impact:</p> <p>95% of pupils within the EYFS co-hort achieved PSED outcomes at the end of 2023. This included 100% of Pupil premium pupils. This was an area of staff focus with support from the PSHE team.</p> <p>Pupil premium children continued to access less of the wider opportunities offered at Berry Hill, and adaptations have been made to the plan to reflect and target this.</p>	

Intended outcome	Success criteria
To improve, and sustain improved attendance for targeted pupils	<p>Sustained high attendance for 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, 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 2% lower than their peers.
<p>Impact:</p> <p>End of Summer term attendance data for pupil premium attendance was 90.3% compared to whole school 96.7%</p> <p>There were 30 pupils persistently absent at the end of the academic year – of this group, there were 12 Pupil Premium children. Attendance for most pupil premium pupils is good, with the individual data for some pupil premium pupils with wider needs affecting this. Actions taken alongside pupil premium and attendance actions support some pupils, for example the graduated response, family support worker meetings and safeguarding actions.</p> <p>Improved systems have been developed within school to monitor, target and focus on improving attainment for these pupils, including the development of nurture breakfast and our family support worker role.</p> <p>These will be continue to be developed in the next two years of the plan.</p>	

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
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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.