

Pupil premium strategy statement 2022- 2025 Revised Plan for 2023-2024 Review

This statement details our school's use of pupil premium (and recovery premium for the 2023 and 2024 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	409
Proportion (%) of pupil premium eligible pupils	7.8%
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	12 th October 2023
Date on which it will be reviewed	October 2024
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	£53350
Pupil Premium funding allocation for this year (Post LAC)	£2530
Pupil Premium funding allocation this academic year (Service)	£4131
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£57481

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.

	The attainment gap between pupil premium and non-pupil premium pupils is widening through school.
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 with an impact on cultural capital and social skills. These impact on language and consequently attainment, confidence and learning attitudes.
3	Pupil premium children are less confident within class, and less confident in seeking support, which can lead to lower levels of well-being recorded in pupil voice.
4	Some of the group are less involved in after school activities. Some feel less supported with homework or home learning activities than non-pupil premium children.
5	The majority of children attend well, however some individual children have low attendance.

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 continue to 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 attainment in reading, writing, maths and combined for disadvantaged pupils at KS2.	KS2 writing outcomes in 2024/2025 will show more than 80% of disadvantaged pupils meeting the expected standard. KS2 reading outcomes in 2024/2025 will show more than 80% of disadvantaged pupils meet the expected standard 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, in particular to encourage greater levels of active learning and support seeking.	Sustained high levels of wellbeing for 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice collected by staff and parent surveys and teacher observations.

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To facilitate pupil to fully embrace wider curriculum opportunities	Increased attendance and sustain improvements for targeted family.
To improve, and sustain improved attendance for targeted pupils	<p>Sustained high attendance for 2024/24 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.

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: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Continue to develop and embed a curriculum which incorporates elements of researched good practice, including regular revisiting, and includes targeted vocabulary teaching</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</p>	1, 2
Refine use of formative and	Identify individual barriers and gaps in learning to promote accelerated progress through adaptations to curriculum,	1,2

<p>summative assessments an promote information sharing regarding diminishing the difference and ensure early intervention for pupils to prevent gaps establishing and widening</p>	<p>teaching, individual feedback, assessment analysis and communication with support staff.</p> <p>EEF Evidence review 2020 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Improve quality of individual feedback and response through direct targeted marking https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Embed whole school curriculum, teaching and learning approaches. Clear sequencing and progression, with increased focus on vocabulary through the adapted whole school reading approach and subsequent adaptive teaching.</p>	<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Continue to develop and embed a curriculum which incorporates elements of researched good practice, including regular revisiting, and includes targeted vocabulary teaching https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</p>	<p>1,2</p>

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

Budgeted cost: 10100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise PP pupils for:</p> <ul style="list-style-type: none"> • Keep-up sessions – targeted feedback • Pre-teaching sessions to support vocabulary development • Emotional and social support • Support within the classroom <p>Whole school CPD to ensure consistency of approach to responding to barriers and reducing the impact of these</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>1,2,3</p>

<p>Use of personalised budgets to support overcoming personal barriers including language, confidence, attainment, and aspirations.</p>	<p>Individual approach to barriers to reflect the very different needs of the pupil premium children within school, reflecting on evidence based support strategies to target support, including</p> <p>Use of nurture breakfast/breakfast club</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Individual social, emotional and behavioural support</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Arts and drama access</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3,4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17381

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 • Accessing trips and experiences • Improved opportunities to 	<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://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> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>2, 3, 4, 5</p>

<p>develop social and confidence through play and lunch times. (Opal)</p>		
<p>Continue to develop the Wellbeing, mental health and ELSA support within school alongside developing Family Support Worker role and supporting parents</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/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 5</p>
<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</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>	<p>5</p>

Total budgeted cost: £57481

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

Pupil Premium (FSM6) numbers are relatively small in each cohort and account for 38 of our 400 pupils.

Within EYFS, a strong focus on engagement and language development alongside a well-embedded phonics approach with high levels of consistency and fidelity, all but 1 pupil in EYFS met the Good Level of Development and this pupil is continuing to receive QFT in Year 1. An identified barrier for this pupil is nurture and this is a priority for them to receive in Year 1 alongside ELSA support and continued SEND support.

Triangulated observations of teaching and learning and longitudinal development of FSM6 pupils, showed that a strong focus over the year on engagement and active learning was having a positive effect on attitudes to learning. Pupil voice supported that pupils enjoyed learning and were confident in the classroom.

With regard to the intended outcome of 'Improve attainment in reading, writing, maths and combined for disadvantaged pupils at KS2', Berry Hill's FSM 6pupils out-performed Mansfield, Nottinghamshire and National in Reading, Writing and RWM combined.

% KS2 FSM6

	Reading	Writing	Maths	RWM
Nottinghamshire	59.7%	57.4%	58.8%	44.4%
Mansfield	59.4%	54.4%	58.8%	45.0%
Berry Hill Primary School (4)	75.0%	75.0%	50%	50.0%
National	62.6%	58.8%	59.4%	45.7%

% KS2 all children

	Reading	Writing	Maths	RWM
Nottinghamshire	73.7%	72.1%	73.7%	61.0%
Mansfield	71.5%	66.8%	71.3%	57.3%
Berry Hill Primary School (4)	75.0%	75.0%	50%	50.0%
National	74%	72%	73%	61%

More widely, writing has been and remains an area of developmental focus despite the data showing that FSM6 pupils have performed very well. A stronger focus on supporting the development of foundational skills in writing (handwriting, spelling, grammar and sentence structure is already devised and has been implemented for the start of 2024-25). Additional interventions are to be introduced to further support Maths and target specific gaps in confidence or understanding – a final decision on the most appropriate approach is close to being determined.

Pupil wellbeing and parental perception of their child's contentment at school shows that wellbeing and happiness of the whole school population is positive.

95% of parents strongly agreed or agreed that their child is happy at Berry Hill. 85% of parents responded positively to "My child can take part in clubs and activities at this school" which supports schools intended outcome for a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. In addition to significantly increasing school's global offer of extra-curricular clubs. The number of club participations has increased significantly from the large increase we had seen the previous years: Circa 240 21/22; 726 22/23; 974 23/24. In addition to this, a higher number of pupils who have taken part in sporting competitions: this has increased from 79 pupils in 2022/23 to 110 pupils in 2023/24. Pupil voice of FSM6 pupils shows that they enjoy clubs, attend well but would always like more! Pupil voice also showed that pupil premium pupils felt confidence at school – this is in stark contrast to the findings in 22-23 where this was identified as an area which needed development.

School has maintained it's commitment to ensuring that no pupil premium pupils ever miss out on 'wider curriculum opportunities' due to finances. Where needed, school funds or part-funds inclusion on residential or extra-curricular trips to ensure that we do contribute to ant gap in cultural capital.

Regarding general school's attendance, Berry Hill's aspiration for 'the overall absence rate for all pupils being no more than 5%' has been achieved with whole-school absence at 4.8%.The second part of the target was for the attendance gap be-tween disadvantaged pupils and their non-disadvantaged peers being reduced which has been disadvantaged and all pupils which has been achieved (with a gap of 1.83% in

2023-24 compared to 6.3% in 2022-23). Although the percentage of FSM6 pupils classed as persistently absence remains high at 23.7%, this is an improvement from 26.7% in 2022-23 and is significantly healthier than the Nottinghamshire FSM6 figures which are 34%. This has been achieved through a number of approaches: increasing pride in their school and enjoyment of attending through QFT and enhanced enrichment opportunities; having more rigorous systems in place of monitoring and identifying pupils with attendance struggles, and adopting a pro-active approach, in conjunction with the Attend framework which has enabled us to better work with families to improve attendance outcomes. School's 'nurture breakfast' provision enabled all 6 of the FSM6 attendees to improve attendance and reduce their lateness.

Berry Hill Primary FSM6 2024 Data

2024 provisional % Good Level of Development FSM6

	FSM6	All Children
Nottinghamshire	48.2	67.7
Mansfield	44.7	60.8
Berry Hill Primary School (2)	50.0	75.0
National	52.1	67.7

% Phonics Y1

	FSM6	All Children
Nottinghamshire	66.4%	81.1%
Mansfield	66.9%	78.1%
Berry Hill Primary School (2)	50.0%	88.3%
National	68.4%	80%

% Phonics by end of Y2

	FSM6	All Children
Nottinghamshire	82.9%	90.5%
Mansfield	81.1%	89.5%
Berry Hill Primary School (4)	100%	88.3%
National		

% KS2 FSM6

	Reading	Writing	Maths	RWM
Nottinghamshire	59.7%	57.4%	58.8%	44.4%
Mansfield	59.4%	54.4%	58.8%	45.0%
Berry Hill Primary School (4)	75.0%	75.0%	50%	50.0%
National	62.6%	58.8%	59.4%	45.7%

% KS2 all children

	Reading	Writing	Maths	RWM
Nottinghamshire	73.7%	72.1%	73.7%	61.0%
Mansfield	71.5%	66.8%	71.3%	57.3%
Berry Hill Primary School (4)	75.0%	75.0%	50%	50.0%
National	74%	72%	73%	61%

Attendance –Autumn 23 and Spring 24

	Absence	Persistent Absence	Severe Absence
Nottinghamshire FSM	11.1%	34.0%	4.2%
Nottinghamshire All Chn	6.9%	18.4%	2.1%
Berry Hill Primary FSM (38)	6.67%	23.7%*	0%
Berry Hill Primary School All	4.8%	11.8%	0%
All Children NCER National	6.8%	19.3%	2.0%

*This includes 3 pupils who left mid-year and had a lengthy period of absence before being able to be taken off-roll.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

