

# Pupil premium strategy statement 2022- 2025 Revised Plan for 2024 2025

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  |  |
| 1   | 9.6%                                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023<br>2023-2024<br><b>2024-2025</b> |
| Date this statement was published   | 26 <sup>th</sup> September 2024            |
| Date on which it will be reviewed   | October 2025                               |
| Statement authorised by   | Ben Trenowden                              |
| Pupil premium lead  | Laura Smith & Ben Trenowden                |
| Governor / Trustee lead   | Laura Poxon                                |

## Funding overview

| Detail   | Amount        |
|--|---------------|
| Pupil premium funding allocation this academic year                                    | £47360        |
| Pupil Premium funding allocation for this year (Post LAC)                              | £2100         |
| Pupil Premium funding allocation this academic year (Service)                          | £3060         |
| Recovery premium funding allocation this academic year                                 | £0            |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0            |
| <b>Total budget for this academic year</b>   | <b>£52520</b> |

# 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. |

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|   | The attainment gap between pupil premium and non-pupil premium pupils is widening through school.   |
| 2 | <p>Assessments, observations and discussions with staff, parents and pupils indicate under-developed language skills and vocabulary gaps among some disadvantaged pupils.</p> <p>School's evolved QFT enables all pupils to receive the recommendations of EEF's 5 a day recommendations in terms of explicit instructions, teaching and learning which is built upon cognitive and metacognitive strategies.</p> <p>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.</p> <p>All subject leads have learners' experiences as a subject development point with meaningful and impactful visits and visitors well-prioritised.</p>                             |
| 3 | <p>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.</p> <p>Pupil voice supports that this is becoming far less of an issue and monitoring shows that engagement and active learning has significantly improved. This remains a focus area to ensure that this positive momentum is maintained.</p> <p>For 2024-25, pupil enjoyment through a richer variation of task design, which promotes inclusion for all children, is a focus area for whole-school CPD.</p>  |
| 4 | <p>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.</p> <p>Participation for all groups have significantly increased as demonstrated by our 3-year trend. The global offerings are increasingly well-attended. For 2024-25, the next step is to specifically identify non-attending PP pupils and build extra-curricular provision which can overcome barriers.</p>  |
| 5 | <p>The majority of children attend well, however some individual children have low attendance.</p> <p>Persistent Absence rates of FSM6 pupils is significantly higher than 'all pupils' (23.7% vs 11.8%). School has introduced the role of 'attendance manager' and a reviewing member of the SLT. School has adopted the Attend Framework into its ways of working and has also implemented the role of a Family Support Worker. Where non-attendance is related to SEND needs, appropriate signposting is in place and will be widely-rolled out. School offers wraparound care and agrees to fund in some circumstances. We also offer a nurture breakfast which is fully funded and aimed predominantly at pupils for whom SEMH is a barrier to attendance – there is a large cross-over with PP pupils.</p> |
| 6 | Recent changes during the cost-of-living crisis is disproportionately affecting our pupil premium families more. This is, at times, impacting on their ability to meet basic physical needs.  |

## 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  |
|--|---|
| <p>Improved engagement, confidence and use of language and vocabulary skills among disadvantaged pupils across the curriculum.</p> | <p>The current in-house disadvantage gap for Maths in our Year 6 cohort is 33%. 5 out of the 8 PP pupils are also on the SEND register – success will be ensuring that they at least maintain their flight paths. Currently only 12% of PP Y6 children are at ARE in writing (1/8 pupils) – 2 of these pupils have the potential of ARE (2EHCP SEND, 2 significant SEND and 1 new to English EAL). Target 3/8 ARE and 1 pupil challenged to reach GD.</p> <p>Triangulation of evidence including engagement in lessons, book looks, formative assessments and pupil voice show that attitudes to learning of 100% PP children display positive attitudes to their learning.</p>   |
| <p>Improve attainment in reading, writing, maths and combined for disadvantaged pupils at KS2.</p>                                 | <p>For this specific Y6 cohort, they are statistically unique with 4 EHCPs, 20% on the SEND register and a further 20% on the SEND concerns register as well as significantly high levels of Early Help and social care involvement. They have had an incredibly successful year in Year 5 and are displaying significantly improved attitudes to learning, not previously seen. This group were also severely negatively impacted by 2 peers who were subsequently moved to a special provision, in part due to the significant disruption on others caused by their needs. Therefore:</p> <p>The current in-house disadvantage gap for Maths in our Year 6 cohort is 33%. 5 out of the 8 PP pupils are also on the SEND register – success will be ensuring that they at least maintain their flight paths. Currently only 12% of PP Y6 children are at ARE in writing (1/8 pupils) – 2 of these pupils have the potential of ARE (2EHCP SEND, 2 significant SEND and 1 new to English EAL). Target 3/8 ARE and 1 pupil challenged to reach GD.</p> <p>The long-term outcome targets as part of the original plan remain:</p> <p>KS2 writing outcomes in 2024/2025 will show more than 65% of disadvantaged pupils meeting the expected standard.</p> <p>KS2 reading outcomes in 2024/2025 will show more than 65% of disadvantaged pupils meet the expected standard</p> |

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|---|--|
|   | KS2 maths reading outcomes in 2024/2025 will show more than 65% 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. | <p>Sustained high levels of wellbeing for 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice collected by staff and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Pupil voice will consistently show that children respond positively about the confidence, engagement and active-participation they display in lessons.</li> <li>• Motional Group Shots show PP in particular show improvements from the start of 24/25 year in 'thinking and concentration', emotional literacy' and 'sense of self'.</li> </ul> |
| To facilitate pupil to fully embrace wider curriculum opportunities   | <p>All pupil premium pupils to be offered fully-funded peripatetic music lessons with at least 80% taking up this provision.</p> <p>For 0% of PP pupils to miss out on any extra-curricular experiences (such as trips / residential) due to cost (through the financial support offered on a case by case basis).</p>   |
| 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"> <li>• 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.</li> <li>• 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.</li> <li>• Reduction in persistent absence. Reduction in the difference in attendance figures between PP and non-PP pupils (this is currently 1.87%).</li> </ul>  |
| To provide responsive support to families in order to help them to meet basic needs – both physical and emotional, for children or parents.   | School's membership to Fareshare will continue to run. School will have a clear understanding of which families may benefit from support.  |

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|  | The continued development of the Family Support Worker role will be more widely publicised and school will be in a position to offer more pro-active rather than just reactive support to families. |
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## 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: £20000

| 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, Use of the QFT document to triangulate quality assurance and enable coaching. Support for Early Career teachers/Newly Qualified Teacher. Cog-Sci-based task design | <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><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> <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><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</a></p> | 1, 2                          |
| Refine use of formative and summative assessments an promote information sharing regarding diminishing the difference and ensure early intervention for pupils to prevent gaps establishing and widening  | <p>Identify individual barriers and gaps in learning to promote accelerated progress through adaptations to curriculum, teaching, individual feedback, assessment analysis and communication with support staff.</p> <p>EEF Evidence review 2020</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Improve quality of individual feedback and response through direct targeted marking</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>   | 1,2                           |

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|---|---|------------|
| <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>Refining feedback to be simpler and more impactful on learners.</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<br/> <a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</a><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> | <p>1,2</p> |
|---|---|------------|

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

Budgeted cost: £14980

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Prioritise PP pupils for:</p> <ul style="list-style-type: none"> <li>• Pre-teaching sessions to support vocabulary development (£2000)</li> <li>• Emotional and social support (ELSA £2300)</li> <li>• Support within the classroom (£7120)</li> <li>• Large emphasis placed on identifying and remedying any learning gaps on the day through responsive 1:1 or small group TA support. (£3560)</li> </ul> <p>Whole school CPD to ensure consistency of approach to responding</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>Improve quality of individual feedback and response through direct targeted marking resulting in same-day gap identification and remedy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> | <p>1,2,3</p>                  |

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| to barriers and reducing the impact of these   |  |        |
| Use of personalised budgets to support overcoming personal barriers including language, confidence, attainment, and aspirations. | <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><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p>Individual social, emotional and behavioural support</p> <p>Behaviour interventions   EEF<br/>(educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Arts and drama access</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> | 3,4, 5 |

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

Budgeted cost: £24152

| 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"> <li>Extended Schools co-ordinator (£8K)</li> <li>After school clubs – homework</li> <li>Additional sports activities (£3040)</li> <li>Accessing trips and experiences (£500)</li> <li>Improved opportunities to</li> </ul> | <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><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><a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | 2, 3, 4, 5                    |

|  |   |      |
|--|---|------|
| <p>develop social and confidence through play and lunch times. (Opal) (£5700)</p> <ul style="list-style-type: none"> <li>Evidence of impact on disadvantaged pupils through music (£6912)</li> </ul> | <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>Roaming playworkers to have focus PP children to ensure positive social engagements.</p> <p><a href="https://www.gov.uk/government/news/music-pilot-launched-to-help-break-down-barriers-to-opportunity">https://www.gov.uk/government/news/music-pilot-launched-to-help-break-down-barriers-to-opportunity</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 3, 5 |
| <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</p>                   | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>  | 5    |

**Total budgeted cost: £59132**

## Part B: Review of outcomes in the previous academic year 2024-2025

### Pupil premium strategy outcomes

#### **1. Intended Outcome: Improved engagement, confidence and use of language and vocabulary skills among disadvantaged pupils across the curriculum.**

Success Criteria:

Ensure 5 out of 8 PP Y6 pupils with SEND at least maintain their flight paths.

Target for 3 out of 8 PP Y6 pupils to reach ARE in Writing, with 1 challenged to reach Greater Depth (GD).

Analysis of Success:

This outcome saw a mixed level of success, with a clear divergence between the success in engagement and confidence, and the success in formal writing attainment.

Success in Engagement and Flight Paths: Against the first criterion, the strategy was highly effective. As noted in the original plan, this cohort displayed "significantly improved attitudes to learning, not previously seen." Triangulated evidence from lesson observations, book scrutinies, and pupil voice confirms that the targeted support (including ELSA, pre-teaching, and in-class scaffolding) successfully ensured that vulnerable Pupil Premium pupils not only maintained but often positively exceeded their expected learning trajectories. This was a significant achievement given the complex needs within the group.

Challenge in Writing Attainment: The specific writing attainment target (3/8 at ARE, 1 at GD) was not met. Only 1 out of 8 (12.5%) Pupil Premium pupils reached the expected standard in writing. This outcome must be viewed through the lens of the cohort's profile: with 4 EHCPs and other significant SEND needs, the cognitive and secretarial demands of writing at the end of KS2 presented a barrier that the strategy could not fully overcome in terms of statutory assessment outcomes. The progress made in their confidence and verbal ability, however, lays a crucial foundation for future learning.

Overall Judgement: Partially Met. The strategy was profoundly successful in achieving its aim of improving engagement, confidence, and securing positive flight paths, which was the primary goal for this specific cohort. The failure to meet the writing target highlights the need for even more specialised, long-term interventions for pupils with the most complex needs.

#### **2. Intended Outcome: Improve attainment in reading, writing, maths and combined for disadvantaged pupils at KS2.**

Success Criteria:

Long-term: More than 65% of disadvantaged pupils meeting the expected standard in KS2 Reading, Writing, and Maths.

Cohort-specific: As above (3/8 PP pupils at ARE in Writing).

Analysis of Success:

The raw attainment data shows that the long-term 65% targets were not met in any core subject for the 2024-2025 Year 6 cohort. However, progress of pupil premium children, particularly within their largest area of challenge writing, has been exceptionally successful. Disadvantaged pupils in Year 6 24/25 went from 12% at ARE to 43% by the end of the year. This was v

Reading: 46.2% (6/13) of PP pupils met the expected standard. While below the 65% target, this is a commendable outcome considering that 5 of the 13 pupils have identified SEND. It suggests that the focus on reading within the strategy had a positive impact for a majority of the group.

Writing: 46.2% (6/13) of PP pupils met the expected standard. This was the area of greatest challenge, as discussed above.

Maths: 38.5% (5/13) of PP pupils met the expected standard. This indicates that pupils found mathematical concepts more accessible than writing, but the gap remains significant.

Crucial Context – Early Success: It is vital to note that this strategy's impact is also demonstrated in earlier key stages. 100% of Pupil Premium children achieved the expected standard in the Year 2 Phonics Screening Check (96.6% for the whole cohort). This demonstrates that the strategy is effectively building strong foundational skills in our younger pupils, which is a leading indicator of future success and a key objective of the three-year plan. The challenge is in sustaining this progress for pupils who face accumulating and complex barriers through their primary education.

Overall Judgement: Not Met against the 65% KS2 targets. However, the exceptional phonics outcomes and the successful maintenance of progress for pupils with complex SEND indicate that the strategy is having a positive impact. The KS2 results for this cohort reflect their unique starting points and barriers more than a failure of the strategy itself.

### **3. Intended Outcome: To improve and sustain improved well-being for all pupils within school, particularly our disadvantaged pupils.**

Success Criteria:

Sustained high wellbeing demonstrated by qualitative data, increased enrichment participation, positive pupil voice, and improvements in Motional data metrics ('thinking & concentration', 'emotional literacy', 'sense of self').

Analysis of Success:

This outcome was fully met and represents a significant success of the pupil premium strategy. The investment in wider strategies had a demonstrable impact.

Pupil Voice and Observations: Evidence confirmed that pupils responded positively about their confidence and engagement in lessons. 17/20 PP children described themselves as being confident and happy at school. This has been steadily improving over the past 3 years.

Enrichment Participation: There was a "significant increase in participation in enrichment activities, particularly among disadvantaged pupils," meeting the success criterion. Club attendance and homework still has a gap between PP non FSM pupils and will be reviewed for the next year.

Motional Data: The specific reference to improvements in 'thinking and concentration', 'emotional literacy' and 'sense of self' for PP pupils in the "Motional Group Shots" provides tangible, quantitative evidence that the well-being strategies (e.g., ELSA, nurture breakfast, OPAL play) were effective.

Overall Judgement: Fully Met.

#### **4. Intended Outcome: To facilitate pupil to fully embrace wider curriculum opportunities.**

Success Criteria:

80% take-up of funded peripatetic music lessons.

0% of PP pupils to miss extra-curricular experiences due to cost. For all of the pupils who decided, or whose parents decided, not to attend a residential, we contacted to confirm that this was not financially driven, and offered a resolution if this was the case.

Analysis of Success:

This outcome was fully met. The school successfully removed financial barriers to participation.

The provision of fully-funded music lessons and trips ensured that all Pupil Premium pupils could access the full breadth of the curriculum. The take-up for music lessons met or exceeded the 80% target.

This proactive approach was crucial in building cultural capital and ensuring equity of experience, directly contributing to the improved well-being and engagement noted elsewhere.

Overall Judgement: Fully Met.

#### **5. Intended Outcome: To improve, and sustain improved attendance for targeted pupils.**

Success Criteria:

Overall absence  $\leq 5\%$ , with a reduced gap between PP and non-PP pupils.

Reduce persistent absence (PA), with the PP rate no more than 2% lower than peers.

Analysis of Success:

This outcome was partially met, with a very positive trend in narrowing the gap for disadvantaged pupils.

Overall Absence: The school's overall rate was 5.8%, which was above the ambitious 5% target.

Persistent Absence (The Key Success): The most important measure is the comparison for disadvantaged pupils. While the school's overall PA was 12.1%, this is dramatically lower than the Nottinghamshire average for FSM-eligible pupils (24.1%). This indicates that the strategies implemented (Attendance Manager, ATTEND framework, Family Support Worker) were highly effective in supporting our disadvantaged families and significantly narrowing the attendance gap. The target for the PP rate to be "no more than 2% lower than their peers" was comfortably achieved.

Overall Judgement: Partially Met. The strategy was successful in its core aim of improving attendance for the target group (disadvantaged pupils), even if the whole-

school target was not reached. The high severe absence rate (3.0%) identifies a clear focus for further intervention.

**6. Intended Outcome: To provide responsive support to families in order to help them to meet basic needs.**

Success Criteria:

Continued operation of Fareshare.

Proactive development and publicity of the Family Support Worker role.

Analysis of Success:

This outcome was fully met. The school effectively provided a vital safety net for families.

The Fareshare membership continued to provide practical support amid the cost-of-living crisis.

The evolution of the Family Support Worker role from reactive to proactive ensured that support was offered early, helping to prevent crises and directly contributing to the improvements in attendance and well-being.

Overall Judgement: Fully Met.

**Summary of overall impact and lessons learned**

The 2024-2025 pupil premium strategy had a strong and positive impact on the experiences and well-being of disadvantaged pupils at Berry Hill. Success was most evident in the areas of well-being, engagement, attendance gap narrowing, and access to opportunities. The strategy was also highly effective in establishing foundational skills, as shown by the 100% phonics pass rate for PP pupils.

The main challenge remains in translating these strong foundations and positive engagement into statutory end-of-KS2 attainment data for cohorts with very high levels of complex SEND. This has highlighted the need for:

More nuanced, pupil-specific attainment targets for such cohorts, where success is more appropriately measured by progress along personal flight paths.

A continued focus on oracy and alternative assessment methods (as already identified in the 2025-26 School Development Plan) to allow pupils to demonstrate understanding without the barrier of writing.

The strategy has demonstrably fulfilled its purpose of supporting disadvantaged pupils to "Be Kind, Work Hard, Be Brave," and has provided a solid platform for further refining our approach in the coming year.

## 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 |
|-----------|----------|
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