

# Pupil premium strategy statement Berry Hill Primary 2025-2028

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	457 inc nursery
Proportion (%) of pupil premium eligible pupils	10.14% (42/414 F2-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2025-2026</b> 2026-2027 2027-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	B Trenowden L Smith
Pupil premium lead	B Trenowden L Smith
Governor / Trustee lead	L Poxon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April 2025 – April 2026 £55025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55025

# 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.

Since change of leadership in 2022, Ofsted identified “The school has developed a well-thought-out and carefully planned curriculum across the school, including in the early years. Time has been spent ensuring that the curriculum is delivered well to support pupils’ learning. Staff take time to explain concepts clearly and model learning for pupils. They help pupils to recall prior knowledge and connect it to what they are learning now. This helps pupils to grasp new ideas quickly. Staff model subject-specific vocabulary in lessons well. In turn, pupils use this vocabulary to discuss their learning.”

High quality teaching continues to be 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.

Pupil Premium children attend well, with school being in the top 30% for good attendance nationally at the end of academic Year 2025.

“The school is ambitious for all pupils to develop a love of reading. Many pupils say that they enjoy listening to the books read to them by staff. There is a systematic approach to teaching early reading and phonics which begins as soon as children start school. This helps pupils to learn to read quickly.” Ofsted May 2025

The new three year plan for strategy considers the individual barriers faced by pupils, as we have lower numbers of Pupil Premium children than nationally. We consider how individuals 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	Pupil premium children can be less able to respond with confidence orally, potentially reducing their ability to engage and achieve the best success lessons, and sometimes impacting on their ability to express their emotions, thoughts and views.
2	There continues to be a high overlap of SEND and Pupil premium (35.7% with 2 at EHC assessment and 3 at request, potentially 11.9% EHC), and this can be a predominant factor the barriers the pupil premium children encounter. Our SEND PP need specific and small step learning to support their leaning needs to make sure they make good progress.
3	Pupil premium pupils through school can achieve lower than non-pupil premium children in reading, writing, maths and grammar which impacts on combined attainment information. A further focus within the three year strategy will be to consider PP attainment at greater depth.
4	Pupil premium children do not always feel empowered to know what they have done well and what they need to do to improve (pupil voice Summer 2025). This can lead to them feeling less confident in learning challenges, and to children feeling less confident in approaching task with greater depth.
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## 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><b>Intended Outcome 1:</b> To improve oral language skills and confidence in communication for pupil premium children, enabling them to engage fully in lessons and express their emotions, thoughts and views effectively</p>	<ul style="list-style-type: none"> <li>• 100% of PP pupils will participate confidently in structured talk activities and classroom discussions by end of Year 3 of strategy</li> <li>• PP pupils will demonstrate age-appropriate vocabulary usage, measured through termly oracy assessments showing progress from individual starting points</li> <li>• Teacher observations will evidence increased participation and confidence in oral contributions across all curriculum areas</li> <li>• PP pupils will show improved ability to articulate their emotions and viewpoints through wellbeing surveys and pastoral records</li> </ul>
<p><b>Intended Outcome 2:</b> To ensure PP pupils with SEND make good progress through targeted, small-step learning approaches that address their individual learning needs effectively. (35.7% of PP pupils also have SEND and 11.9% have an EHCP)</p>	<ul style="list-style-type: none"> <li>• All PP pupils with SEND will meet their individual progress targets as set out in their support plans, reviewed termly</li> <li>• PP pupils with SEND will demonstrate measurable progress in their specific areas of need through precision teaching data and intervention records</li> <li>• The progress gap between PP pupils with SEND and their non-SEND PP peers will narrow year on year</li> <li>• 80% of PP pupils with SEND will achieve their end-of-key-stage expectations relative to their starting points and individual needs</li> </ul>
<p><b>Intended Outcome 3:</b> To raise attainment in writing for pupil premium pupils, reducing the gap between PP and non-PP pupils in this area and improving combined attainment measures.</p>	<ul style="list-style-type: none"> <li>• The attainment gap between PP and non-PP pupils in writing will reduce by 10 percentage points year on year across all key stages</li> <li>• 75% of PP pupils will achieve age-related expectations in writing by the end of each key stage (or make good progress from their individual starting points)</li> <li>• PP pupils will demonstrate improved writing stamina, vocabulary choice, and technical accuracy through termly writing assessments</li> <li>• Combined measures (Reading, Writing, Maths) for PP pupils will show year-on-year improvement, with the gap to non-PP pupils narrowing</li> </ul>

<p><b>Intended Outcome 4:</b> To ensure all pupil premium children receive appropriate levels of feedback to provide academic support and challenge, enabling them to make the best possible progress from their individual starting points.</p>	<ul style="list-style-type: none"> <li>• 100% of PP pupils will be specifically referenced and discussed within termly pupil progress meetings. If any pupils are in danger of falling off flight plans or not making their targeted accelerated progress, learning outcomes, feedback and progress will be reviewed with SLT and targets set.</li> <li>• PP pupils will make progress in line with or exceeding their individual targets across all core subjects</li> <li>• Teacher assessments will show that PP pupils are appropriately challenged, with evidence of pupils working at greater depth where applicable</li> <li>• PP pupils' progress will meet or exceed national expectations for similar starting points, measured through internal and external assessments</li> <li>• No PP pupil will be 'coasting' - all will show measurable progress from their starting points each academic year</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Oracy Professional Development Programme</b> - Whole school training on Voice21 oracy framework, including</p>	<p>The EEF states that oral language interventions show positive impacts with pupils making approximately 5 months additional progress, rising to 6 months for disadvantaged pupils. Voice21 programmes have been specifically trialled by the EEF.  <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>	<p>1</p>

<p><i>structured talk activities, discussion protocols, and confidence-building strategies</i></p>		
<p><b>SEND and PP Training - Specialist training for all teaching staff on adaptive teaching strategies, scaffolding techniques, and small-step progression planning for pupils with overlapping SEND and PP needs</b></p>	<p>The EEF Guide to the Pupil Premium emphasises high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Training on adaptive teaching has moderate impact for low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</a></p> <p>Exploring the Evidence: ‘Adaptive Teaching’ and Effective Diagnostic Assessment</p>	<p>2, 4</p>
<p><b>Writing Pedagogy Training - Professional development focused on effective writing instruction, including modelling, guided practice, and feedback strategies specifically targeting PP pupils</b></p>	<p>Research shows that high-quality feedback and explicit instruction in writing can have significant impact on pupil outcomes, particularly for disadvantaged learners.</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><a href="https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet">https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet</a></p> <p>Scaffolding – More than Just a worksheet</p> <p><a href="https://educationendowmentfoundation.org.uk/news/the-teaching-assistant-role-and-send-three-approaches-to-maximise-impact">https://educationendowmentfoundation.org.uk/news/the-teaching-assistant-role-and-send-three-approaches-to-maximise-impact</a></p>	<p>3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Small Group Oracy Interventions</b> - Weekly small group sessions (3-4 pupils) focusing on structured talk, vocabulary development, and confidence-building activities led by trained TAs</p>	<p>The EEF toolkit shows small group tuition has +4 months impact. When combined with oral language interventions (+5 months for disadvantaged pupils), this represents high-impact, cost-effective support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 4</p>
<p><b>Precision Teaching for SEND PP pupils</b> - Individual or paired precision teaching sessions targeting specific learning gaps, with progress monitored through regular assessment</p>	<p>EEF research shows that targeted academic support consistently shows positive impact. Small-step, personalised approaches are particularly effective for pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions/technical-appendix/queen-rania-foundation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions/technical-appendix/queen-rania-foundation</a></p>	<p>2, 4</p>
<p><b>Writing Intervention Groups</b> - Structured writing intervention programme delivered in small groups, focusing on sentence construction, vocabulary choice, and composition skills</p>	<p>Targeted academic support in writing, when delivered by trained staff with regular progress monitoring, shows positive outcomes for disadvantaged pupils according to EEF guidance.</p>	<p>3, 4</p>
<p><b>1:1 Emotional Mentoring for High-Need PP Pupils</b> - Weekly mentoring sessions for pupils with the most significant barriers, combining academic support with emotional literacy and confidence building</p>	<p>EEF evidence shows that well-structured mentoring programmes can have positive impacts, particularly when they include academic focus alongside pastoral support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1, 2, 4</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Family Engagement Programme</b> - Targeted workshops for PP families focusing on supporting oracy at home, reading engagement, and learning conversations	The EEF shows parental engagement has +4 months impact when focused on learning activities. This is particularly important for oral language development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 3
<b>Enrichment Opportunities</b> - Subsidised educational visits, after-school clubs, and cultural experiences specifically targeting PP pupils to broaden vocabulary and provide talk opportunities	Research shows that cultural capital and enriched experiences support language development and provide contexts for meaningful talk and writing.  <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>  <a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a>  <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>	1, 3
<b>Wellbeing Support</b> - Access to school counsellor/ELSA support for PP pupils experiencing emotional barriers to learning, particularly those with SEND	EEF research indicates that social and emotional learning interventions can support academic outcomes when targeted appropriately.  <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>	2, 4

**Total budgeted cost: £60,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Academic Performance Analysis:**

##### *Key Stage 2 Results (2024-25):*

*The academic outcomes for our disadvantaged pupils in 2024-25 present a complex picture that must be understood within the context of this cohort's specific profile, where 8 out of 13 PP pupils had identified SEND needs, including 4 with Education, Health and Care Plans.*

##### **Attainment Data:**

*Reading: 46.2% (6/13) of PP pupils achieved expected standard*

*Writing: 46.2% (6/13) of PP pupils achieved expected standard*

*Mathematics: 38.5% (5/13) of PP pupils achieved expected standard*

*While these outcomes fell short of our long-term target of 65% achieving expected standard, they represent significant progress when viewed against pupils' starting points and complex needs. Notably, disadvantaged pupils in Year 6 progressed from 12% at expected standard in writing at the start of the year to 43% by year end, demonstrating substantial in-year progress.*

##### **Early Years Foundation Success:**

*A critical success indicator for our strategy's long-term impact is evidenced in our younger cohorts. 100% of Pupil Premium children achieved the expected standard in the Year 2 Phonics Screening Check (compared to 96.6% for the whole cohort), demonstrating that our foundational interventions are establishing strong early literacy skills that provide a platform for future success.*

##### *Progress and Engagement Outcomes:*

*Qualitative evidence consistently demonstrates that our PP pupils made strong progress relative to their individual starting points. Teacher observations, book scrutinies, and pupil voice data all confirm significantly improved attitudes to learning, engagement in lessons, and confidence in expressing ideas orally. This represents a fundamental shift that underpins future academic success.*

##### *Comparison to Local and National Averages:*

*While our KS2 attainment data for disadvantaged pupils remains below national averages, our context of higher SEND overlap must be considered. However, our phonics outcomes and attendance improvements (detailed below) demonstrate positive trajectory indicators that align with or exceed local comparators.*

##### **Wider Impact Assessment:**

##### **Attendance Success:**

*Our attendance strategy showed substantial impact in narrowing the disadvantage gap:*

*Overall school absence rate: 5.8%*

*Crucially, our persistent absence rate for disadvantaged pupils significantly outperformed the Nottinghamshire average for FSM-eligible pupils (school rate vs 24.1% county average)*

*The gap between PP and non-PP attendance was successfully narrowed, meeting our core strategic aim*

**Wellbeing and Engagement:**

***This area represented our strongest success:***

*85% (17/20) of PP children described themselves as confident and happy at school*

*Significant increase in enrichment activity participation among disadvantaged pupils*

*Motional data showed measurable improvements in 'thinking and concentration',*

*'emotional literacy', and 'sense of self' for PP pupils*

*100% access to wider curriculum opportunities with no pupils missing experiences due to cost*

**Strategy Effectiveness Analysis:**

***High-Impact Areas:***

*Foundational Skills: Early intervention strategies are proving highly effective, as evidenced by phonics outcomes*

*Wellbeing and Engagement: Investment in ELSA support, nurture breakfast, and OPAL play has demonstrably improved pupil confidence and school experience*

*Access and Equity: Removal of financial barriers has ensured full curriculum participation*

*Attendance Support: Proactive family support and attendance management has successfully narrowed disadvantage gaps*

**Areas Requiring Development:**

*Writing Attainment: Remains the most significant challenge, particularly for pupils with complex SEND needs*

*Transition of Skills: While engagement and oral confidence have improved significantly, translating these gains into written assessment outcomes requires continued focus*

*Sustained Progress: Need to maintain early gains through the accumulating challenges of later primary years*

**Strategic Learning and Adaptations:**

*The 2024-25 review has highlighted several key insights that will inform our ongoing strategy:*

*Individual Progress Focus: For cohorts with high SEND/PP overlap, success must be measured through individual progress trajectories rather than solely through statutory attainment thresholds*

*Oracy Foundation: The improved engagement and oral confidence provides a strong platform for future writing development, validating our continued focus on oral language interventions*

*Early Intervention Impact: The exceptional phonics results validate our investment in foundational skills and suggest our strategy will yield stronger outcomes as these cohorts progress*

*Holistic Success Indicators: Wellbeing, attendance, and engagement improvements create the conditions necessary for academic progress, even where immediate attainment gains are not yet fully evident*

**Overall Strategy Assessment:**

*The 2024-25 pupil premium strategy successfully achieved its primary aims of improving engagement, wellbeing, and establishing strong foundational skills for disadvantaged pupils. While KS2 attainment targets were not met for this specific cohort, the progress made in areas that underpin future success (phonics, engagement, attendance, wellbeing) demonstrates that the strategy is effectively addressing the root barriers to achievement. The challenge now is to build upon these strong foundations to translate improved engagement and skills into sustained academic progress across all key stages.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Oracy Consultancy	Voice21
ELSA	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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