Pupil premium strategy statement Berry Hill Primary 2025-2028 Berry Hill Primary 2025-2028 Review of 2025 2026

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%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	**2025-2026** 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
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£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.
5	

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
Intended Outcome 1: 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	• 100% of PP pupils will participate confidently in structured talk activities and classroom discussions by end of Year 3 of strategy • PP pupils will demonstrate age-appropriate vocabulary usage, measured through termly oracy assessments showing progress from individual starting points • Teacher observations will evidence increased participation and confidence in oral contributions across all curriculum areas • PP pupils will show improved ability to articulate their emotions and viewpoints through wellbeing surveys and pastoral records
Intended Outcome 2: 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)	• All PP pupils with SEND will meet their individual progress targets as set out in their support plans, reviewed termly • PP pupils with SEND will demonstrate measurable progress in their specific areas of need through precision teaching data and intervention records • The progress gap between PP pupils with SEND and their non-SEND PP peers will narrow year on year • 80% of PP pupils with SEND will achieve their end-of-key-stage expectations relative to their starting points and individual needs
Intended Outcome 3: 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.	• The attainment gap between PP and non-PP pupils in writing will reduce by 10 percentage points year on year across all key stages • 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) • PP pupils will demonstrate improved writing stamina, vocabulary choice, and technical accuracy through termly writing assessments • Combined measures (Reading, Writing, Maths) for PP pupils will show year-on-year improvement, with the gap to non-PP pupils narrowing

Intended Outcome 4: 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.	• 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. • PP pupils will make progress in line with or exceeding their individual targets across all core subjects • Teacher assessments will show that PP pupils are appropriately challenged, with evidence of pupils working at greater depth where applicable • PP pupils' progress will meet or exceed national expectations for similar starting points, measured through internal and external assessments • No PP pupil will be 'coasting' - all will show measurable progress from their starting points each academic year

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
Oracy Professional Development Programme *- Whole school training on Voice21 oracy framework, including*	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

structured talk activities, discussion protocols, and confidence-building strategies		
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*	The EEF Guide to the Pupil Premium emphasises high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Training on adaptive teaching has moderate impact for low cost. https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1 Exploring the Evidence: 'Adaptive Teaching' and Effective Diagnostic Assessment	2, 4
Writing Pedagogy Training - *Professional development focused on effective writing instruction, including modelling, guided practice, and feedback strategies specifically targeting PP pupils*	Research shows that high-quality feedback and explicit instruction in writing can have significant impact on pupil outcomes, particularly for disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet Scaffolding – More than Just a worksheet https://educationendowmentfoundation.org.uk/news/the-teaching-assistant-role-and-send-three-approaches-to-maximise-impact	3

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

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

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Engagement Programme *- 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3
Enrichment Opportunities *- 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://culturallearningalliance.org.uk/what-is-cultural-capital/ https://www.gov.uk/government/news/music-pilot-launched-to-help-break-down-barriers-to-opportunity	1, 3
Wellbeing Support - *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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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 (2025-26):

	2026 EXS	National Disadvantaged*	Mansfield Disadvantaged	2026 GD	National
Maths	70%	61.7%	62.7%	10 %	N/A
Reading	70%	62.7%	58.1%	20%	N/A
Writing	50%	60.4%	59.9%	10%	N/A
Grammar	80%	63%	N/A	20%	N/A
Combined	40%	48.4%	46.9%	10%	4%

Attainment Data:

Reading: 70%% (7/10) of PP pupils achieved expected standard
Writing: 50% (5/10) of PP pupils achieved expected standard
Mathematics: 70% (7/10) of PP pupils achieved expected standard

The attainment of disadvantaged pupils at the end of Key Stage 2 in 2026 presents a mixed picture, with several areas of strength and some priorities for further development.

Performance was particularly strong in mathematics and grammar, punctuation and spelling (GPS). In mathematics, 70% of disadvantaged pupils achieved the expected standard, exceeding both the national disadvantaged figure (61.7%) and the Mansfield disadvantaged figure (62.7%). Similarly, 80% of pupils reached the expected standard in GPS, significantly above the national disadvantaged figure of 63%. These outcomes reflect secure subject knowledge and effective support in helping pupils achieve age-related expectations.

In reading, 70% of disadvantaged pupils achieved the expected standard. This compares favourably with both the national disadvantaged figure (62.7%) and the Mansfield disadvantaged figure (58.1%), indicating that disadvantaged pupils performed strongly relative to similar groups both nationally and locally.

Writing was the weakest area of attainment, with 50% of disadvantaged pupils reaching the expected standard. While this remains below both national disadvantaged (60.4%) and Mansfield disadvantaged (59.9%) outcomes, half of the cohort achieved the expected standard and this remains an important area for continued improvement and targeted support. It is very important to note that 3 out of the 5 disadvantaged children who did not achieve ARE joined Berry Hill significantly through their primary journey (end of Year 4, or during Year 5). This means that ***66% of homegrown disadvantaged pupils reached ARE in writing at the end of KS2.*** *The challenge remains in terms of 'how do we most effectively support disadvantaged pupils who join Berry Hill late and are WTS or below writers?'*

At the higher standard/greater depth level, disadvantaged pupils demonstrated strong performance in reading and GPS, with 20% achieving greater depth in each subject. Greater depth outcomes in mathematics and writing stood at 10%. Most notably, 10% of disadvantaged pupils achieved the higher standard across the combined measure of reading, writing and mathematics, which compares favourably with the national disadvantaged figure of 4%.

Overall, disadvantaged pupils achieved particularly well in reading, mathematics and GPS when compared with national and local disadvantaged benchmarks. Although combined attainment at the expected standard (40%) remains below national disadvantaged outcomes (48.4%), the cohort demonstrated strengths in several key curriculum areas and achieved a higher combined greater-depth outcome than the national disadvantaged average. These outcomes provide a positive foundation on which to build, while highlighting writing and combined attainment as key priorities for future development.

Writing remains a significant area of focus, not just for disadvantaged pupils but the wider school community. Significant CPD is dedicated to writing – focusing on early, effective identification of gaps and effective in the moment feedback. Green shoots for disadvantaged pupils are evident in school's internal assessment data.
Increases in the percentage of disadvantaged pupils achieving ARE in writing across school by the end of 2025-26 are as follows:
Y2: 17% increase (33% to 50%)
Y3: 10% decrease (WTS pupil in-year admission)
Y4: 24% increase (33% to 57%)
Y5: 11% increase (22% to 33%)
Y6: 14% increase (36% to 50%)

Phonics
ELG
Attendance

Intended outcome	Success criteria	Review
Intended Outcome 1: 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	• 100% of PP pupils will participate confidently in structured talk activities and classroom discussions by end of Year 3 of strategy • PP pupils will demonstrate age-appropriate vocabulary usage, measured through termly oracy assessments showing progress from individual starting points • Teacher observations will evidence increased participation and confidence in oral contributions across all curriculum areas • PP pupils will show improved ability to articulate their emotions and viewpoints through wellbeing surveys and pastoral records	• Currently 32.5% of disadvantaged children have special needs • Pupil Premium voice sampling showed that 72% of pupils felt increased confidence and classed themselves as 'confident' at speaking in front of their class. • All children confident to engage in an oral pupil voice exercise sharing positives and constructive critique, reflecting on subjects, task types etc. • 81% could identify a personal proud achievement moment and could articulate this clearly. • Implementation of the three year Oracy development plan alongside the pupil premium strategy is supporting teacher CPD, staff and pupil engagement, with pupils making progress in exploratory and presentational talk. • Offered and targeted support for families in groups had a very low take up, but use of relational approach alongside 1:1 targeted support for one pupil in Year 2 lead to a significant improvement from not reading at home to regularly reading three times a week, and this will be considered as a model in future planning. • Actions to support pupils in attending enrichment, educational visits and after-schools clubs was reflected postivitly in pupil voice, with pupils able to confidently speak about these areas. Pupils identify they wish to continue to access a wider range of after school clubs, and this is reflected in after school club organisation for 2026 2027. •
Intended Outcome 2: To ensure PP pupils with SEND make good progress through targeted, small-step learning approaches that	• All PP pupils with SEND will meet their individual progress targets as set out in their support plans, reviewed termly • PP pupils with SEND will demonstrate measurable progress in their specific areas of need through	• Of the 14 disadvantaged pupils with SEND, 7 are within the mainstream pathway (**SENM**: SEN Mainstream) and 7 are in receipt of a bespoke package (**SENHNM**: SEN Hub Non-Mainstream), unable to access mainstream education - reaching ARE in reading, writing or maths is

address their individual learning needs effectively. (In Autumn 2025, 35.7% of PP pupils also have SEND and 11.9% have an EHCP)	precision teaching data and intervention records • The progress gap between PP pupils with SEND and their non-SEND PP peers will narrow year on year • 80% of PP pupils with SEND will achieve their end-of-key-stage expectations relative to their starting points and individual needs	not within their developmental sphere. • In Years 2,4,5 and 6 pupils made progress in reducing the attainment gap in writing over the academic year 2025 2026. (see below for further information) • For the same period, in maths years 4 and 6 showed closing of attainment gaps, with Year 3 and 5 remaining the same. Maths lead analysis of planning and implementation completed fed into strengthen foundational skills approaches including approaches to times tables from Summer term 2026. • In reading, the attainment gap increased in years 3 4 5 and 6, however, a revised approach to reading has been implemented with staff CPD in this area in place before the start of academic year 2026 2027. • Given the small numbers of pupils, it is also of notes that high pupil mobility in this group does impact tracking from year to year. • Adaptations were also made within pupil progress meetings to specifically consider the attainment and progress needs of pupil progress pupils. • CPD on adaptive teaching and continued embedding of approaches to support improvements in quality first experiences continued through 2025 2026, alongside SENCo support for staff on small step planning were apparent in learning walks and book looks, as well as being noted within visitors from wider professionals such as family SENCo, specialist teachers and visitors.
Intended Outcome 3: To raise attainment in writing for pupil premium pupils, reducing the gap between PP and non-PP pupils in this area and improving combined	• The attainment gap between PP and non-PP pupils in writing will reduce by 10 percentage points year on year across all key stages • 75% of 'non-special needs' PP pupils will achieve age-related expectations in writing by the end of each key stage (or make good	Green shoots for disadvantaged pupils are evident in school's internal assessment data. Increases in the percentage of disadvantaged pupils achieving ARE in writing across school by the end of 2025-26 are as follows: • Y2: 17% increase (33% to 50%) • Y3: 10% decrease (WTS pupil in-year admission)

attainment measures.	progress from their individual starting points) • PP pupils will demonstrate improved writing stamina, vocabulary choice, and technical accuracy through termly writing assessments • Combined measures (Reading, Writing, Maths) for PP pupils will show year-on-year improvement, with the gap to non-PP pupils narrowing	• Y4: 24% increase (33% to 57%) • Y5: 11% increase (22% to 33%) • Y6: 14% increase (36% to 50%) Writing training on modelling, guided writing, scaffolding and guided practice delivered with staff adapting planning and input strategies was well received, with book looks showing in creased consistency of presentation and approaches through the year.
Intended Outcome 4: 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.	• 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. • PP pupils will make progress in line with or exceeding their individual targets across all core subjects • Teacher assessments will show that PP pupils are appropriately challenged, with evidence of pupils working at greater depth where applicable • PP pupils' progress will meet or exceed national expectations for similar starting points, measured through internal and external assessments • No PP pupil will be 'coasting' - all will show measurable progress from their starting points each academic year	• Implementation of writing conferences, with writing lead leading CPD for both teachers and teaching assistants, followed by programme of coaching for teaching assistants in 1:1 situations with pupils. The writing conference approach alongside implementation of target bookmarks lead to greater impact on pupil's confidence in understanding their writing outcomes and how to achieve these. • Learning walks, book scrutiny show that 'in the moment feedback' is more frequent and more consistent across all classes. Disadvantaged pupils prioritised in all classes – this is reflected in feedback and opportunities to respond to feedback for PP pupils. • Analysis of pupils showed that writing pace was an area of challenge for disadvantaged pupils. Consequently, the 'Think Like a…' challenge elements of lessons have been developed this year, to be incorporated into the main body of tasks as I higher thinking layer, rather than as an additional challenge to do afterwards. This will

Overall Strategy Assessment (2025-26):

The 2025-26 Pupil Premium Strategy has had a positive impact on disadvantaged pupils' academic outcomes, engagement and wellbeing. Disadvantaged pupils performed particularly strongly at Key Stage 2 in reading, mathematics and GPS, exceeding both national and local disadvantaged benchmarks in several areas. Combined greater depth outcomes were also

above national disadvantaged figures, demonstrating that some disadvantaged pupils are achieving highly.

Writing remains the key area for development. Although disadvantaged pupils' KS2 writing outcomes were below national averages, cohort analysis shows that three of the five pupils who did not achieve age-related expectations joined the school later in their primary education. Encouragingly, internal assessment data shows improvements in disadvantaged writing attainment in four of the five year groups, suggesting that recent developments in writing provision are beginning to have a positive impact.

The strategy has continued to address wider barriers to achievement effectively. Oracy development, enrichment opportunities and targeted pastoral support have improved pupil confidence, participation and engagement. Pupil voice indicates that disadvantaged pupils are increasingly confident when discussing their learning, achievements and aspirations.

Given the high proportion of disadvantaged pupils with SEND, the school's focus on adaptive teaching, small-step learning and targeted intervention has remained a significant strength. Monitoring activities demonstrate that these approaches are increasingly embedded within classroom practice and are supporting pupils to make progress from their individual starting points.

Overall, the strategy has been successful in improving outcomes and opportunities for disadvantaged pupils. Strong performance in reading, mathematics and GPS, alongside improvements in writing across most year groups and continued progress in pupil confidence and inclusion, provide clear evidence of impact. Writing and combined attainment remain priorities for further development, but the school is well placed to build on the positive foundations established during 2025-26.

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.

Programme	Provider
Oracy Consultancy	Voice21
ELSA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)