

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Berkeley Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Alexandra Robbins Headteacher
Pupil Premium Lead	Rachel Carrick SENDCo/PPSA
Governor / Trustee lead	Helen Cerullo Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years	£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	£34,095

Part A: Pupil premium strategy plan

Statement of intent

At Berkeley Primary School, we use pupil premium funding to improve the educational outcomes for disadvantaged pupils in our school. We are aware that evidence shows that disadvantaged children generally face additional challenges in reaching their full potential at school and often do not perform as well as other pupils. We recognise that our pupils can experience different barriers to learning and that these barriers can be long term, short term or can change over time. We believe it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential. These barriers may include one or more of the following factors:

- Lack of resources to support home learning
- Lack of support at home
- Low levels of aspiration
- weak language and communication skills
- lack of confidence
- attendance and punctuality issues
- Social, emotional and mental health difficulties
- Complex family situations
- A narrow range of experiences and opportunities

Berkeley Primary School leaders, who are best placed to assess their pupils' needs in terms of how to use this funding, will use evidence to inform their decisions, including school data and research evidence provided by the EEF (Education Endowment Foundation). When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through investing in the following areas:

1. Teaching

Training and professional development for teachers and teaching partners
 Ensuring that teaching and learning opportunities meet the needs of all pupils
 Providing quality feedback to pupils

2. Targeted Academic Support

One to one and small group additional reading opportunities
 Small group interventions
 Parent workshops to support reading and writing

3. Wider Strategies

Parenting support, including workshops, courses and targeted support for poor attendance.
 Introduce the Thrive approach to support emotional health and well-being.
 Support payment for activities, educational visits and residential trips and school uniform.
 Providing enrichment opportunities to ensure children have first-hand experiences to use in their learning in the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Limited parental engagement with oracy has resulted in poor SAL, phonics and Reading. Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among a significant number of disadvantaged pupils.
2	Our assessment data and observations indicate that we need to narrow the attainment gap across Reading, Writing and Maths, between pupils who are disadvantaged in relation to their peers.
3	Our assessment data and observations indicate that we need to close the attainment gap in children achieving greater depth, particularly in writing, between pupils who are disadvantaged in relation to their peers.
4	Attendance data for the last 12 months indicates that attendance among disadvantaged pupils has been 0.02% lower than that of their peers. 8.33% of disadvantaged pupils have been 'persistently absent' compared to 0.006% of their peers during that period.
5	Observations, teacher referrals and discussions with pupils and families, have identified a need to provide additional support for pupils with SEMH needs and remove evidenced SEMH barriers to learning.
6	Addressing the impact of the pandemic on pupils, in terms of their learning, lack of enrichment opportunities and lack of social interactions.

7	Discussions with pupils and families, and referrals from other agencies (including social care) have identified a need to empower parents through provision of parenting support.
---	---

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, at the end of KS1 and KS2 in 2022/23. This is evident when triangulated with other sources of evidence, including book scrutiny.
Improved phonics attainment among disadvantaged pupils by the end of KS1.	KS1 national phonic test scores in 2022/23 and 2023/24 show that more than 65% of disadvantaged pupils achieve the pass mark
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2023/2024 show that more than 75% of disadvantaged pupils meet the expected standard
Improved mathematics attainment among disadvantaged pupils at the end of KS2	KS2 mathematics outcomes in 2023/2024 show that more than 75% of disadvantaged pupils meet the expected standard
Increase in percentage of disadvantaged pupils achieving Greater Depth in writing	KS2 writing outcomes in 2023/24 show that there has been an increase in the % of disadvantaged pupils achieving greater depth
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance, demonstrated by: <ul style="list-style-type: none"> • attendance of disadvantaged pupils, as a cohort, being above 95% • Percentage of disadvantaged pupils who are persistently absent to be in line with non-disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • evidence of progress in emotional learning in targeted group of disadvantaged pupils, through

	evidence based social and emotional interventions, including THRIVE.
To provide parenting support, leading to improved well-being of parents and pupils	Positive feedback from parents (verbally and through course evaluation forms).

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: £1150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Feedback time for groups and individuals	EEF toolkit states that providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF measures the impact on learning of this type of intervention as +7 months for primary aged pupils.	2 & 3
Delivery of DfE validated systematic synthetic phonics programme (Little Wandle) to secure stronger phonics teaching for all our pupils.	The EEF conclude that “phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Reading comprehension strategies	The EEF toolkit concludes that “reading comprehension strategies are high impact. Alongside phonics it is a crucial component of early reading instruction”. EEF measures the average impact on learning of this type of intervention as +6 months for primary aged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 & 2
Embedding dialogic	There is a strong evidence base that suggests oral language interventions, including dialogic activities such	1

<p>activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p>	<p>as high quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF measures the impact on learning of this type of intervention as +6 months for primary aged pupils (and +7 months in early years pupils). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Whole staff CPD on behaviour strategies. Classroom staff CPD on neurodiversity and THRIVE (delivered in 2021, to be revisited in 2023).</p>	<p>EEF toolkit states concludes that both targeted and universal behaviour approaches can have positive overall effects (+4 months average impact on learning). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>CPD on Neurodiversity will be delivered by the ADHD foundation, drawing on recent research on supporting neurodiverse pupils in the classroom. https://adhd.foundation.org.uk/</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These include: specialised programmes which are targeted at students with particular social or emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

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

Budgeted cost: £ 12,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group structured interventions, including phonics and reading comprehension</p>	<p>The EEF toolkit states that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom deployment. EEF measures the average impact on learning of this type of targeted intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3

	See also evidence on phonics and reading comprehension above.	
Parent workshops – reading, writing and phonics Parent/child joint learning sessions	<p>The EEF defines parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities <p>EEF measures the impact on learning of this type of intervention as +4 months for primary aged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1

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

Budgeted cost: £20,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide parenting support through parenting courses and workshops, delivered by the school PSA, who is a trained facilitator.	<p>The PSA is a trained facilitator of the Parents Plus children’s programme. This is an evidenced based parenting programme, with evidence gathered from over 25 studies. The evidence base can be accessed here:</p> <p>https://www.parentsplus.ie/parentsplus-research/</p>	7, 5
Embed principle of good practice set out in the DfE’s ‘Improving School Attendance’ document, in order to identify and address barriers to good attendance, including liaison with outside services (Attendance and Inclusion Team and Early help).	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
SEMH interventions:	Social and Emotional Learning – interventions which target social and emotional learning seek to improve	5

<p>Two Thrive practitioners (trained in 2021/22) to support children who are having difficulty accessing learning due to emotional needs, using the Thrive approach, to support their emotional development and management of their own behaviour. Train additional staff member as a Thrive emotional support assistant.</p>	<p>pupil's interaction with others and self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The EEF toolkit measures the impact on learning of this type of intervention as +4 months for primary aged pupils</p>	
<p>To provide enrichment opportunities, (including opportunities for pupils to be challenged through learning opportunities provided by our academy link with Marling school).</p>	<p>To provide enrichment opportunities to increase the cultural capital of learners and ensure they have a range of first hand experiences to enhance their learning. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	6
<p>To provide support with school uniform, trips, including residential trips (at a 50% subsidy rate) and swimming lessons</p>	<p>Ensure that those pupils who are identified as needing support with uniform, trips and swimming lessons, will not be further disadvantaged by being unable to afford these items.</p> <p>EEF toolkit states that “pupils from lower socio economic households are less likely to be able to afford the cost of school uniforms.” It is important that schools consider this when attempting to close the disadvantage gap.</p>	6 & 7

Total budgeted cost: £ 34,095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Our most significant gaps can be seen in EYFS and KS1.

Disadvantaged v non-disadvantaged 2021-2022

Whole School NOR: 179 2021-2022	Read	Writing	Maths
All disadvantaged (30) EXP+	47%	47%	47%
All disadvantaged NOT SEND EXP+ (23)	61%	57%	61%
All disadvantaged (30) GDS	10%	7%	7%
All disadvantaged NOT SEND GDS (23)	13%	9%	9%
All non-disadvantaged (149) EXP+	75%	70%	77%
All non-disadvantaged (149) GDS	19%	13%	19%

EYFS

EYFS results 2022	Reading	Writing	Maths
All disadvantaged EXP+ (5)	40%	40%	40%
All disadvantaged EXC	0	0	0
All non-disadvantaged EXP+ (21)	71%	71%	81%
All non-disadvantaged EXC	0	0	0

There is a significant gap between disadvantaged and non-disadvantaged children in our reception cohort. This is a direct impact from the pandemic, with this cohort missing most of their EYFS nursery and pre-school education. This has been added as an action for our strategy.

KEY STAGE 1 2021-2022**Phonics Screening Check**

PSC	2021-2022	2021-2022 Disadvantaged
Year 1 (26)	92%	(2) Will retake summer 23
Year 2 retakes (4)	75%	(2) 50%

KS1 results 2022	Reading	Writing	Maths
All disadvantaged EXP+ (4)	25%	25%	25%
All disadvantaged GDS	25%	0%	25%
All non-disadvantaged EXP+ (22)	77%	68%	73%
All non-disadvantaged GDS	18%	0%	23%
All disadvantaged NOT SEND EXP+ (3)	33%	33%	33%
All disadvantaged NOT SEND GDS (3)	33%	0%	33%

KS2

KS2 results 2022	Reading	Writing	Maths
All disadvantaged EXP+ (6) RWM	67% (National 62%)	67% (National 55%)	67% (National 56%)
All disadvantaged GDS (6) RWM	17%	17%	17%
All non-disadvantaged EXP+ (14)	64%	71%	71%
All non-disadvantaged GDS (14)	7%	7%	7%
All disadvantaged NOT SEND EXP+ (4)	100%	100%	100%
All disadvantaged NOT SEND GDS	25%	25%	25%

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations in EYFS and KS1. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, such as parent workshops. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

In 2021/2022, attendance among disadvantaged pupils was 95%, which was 1.3% lower than their peers. In the few cases of persistent absence, where attendance has fallen below 90%, the PSA has worked with these parents, alongside social care where appropriate to address barriers and improve attendance.

Progress with SEMH:

- Positive signs of pupils who struggled to regulate their emotions when faced with challenges have demonstrated strategies taught in their pastoral sessions - they are now starting to use these independently. For example, approaching key adults to seek support, accepting advice and engaging in de-escalation. The recent OFSTED report (June 2022) observed “Pupils who find it difficult to manage their feelings are provided with highly effective care and support”.
- One Pupil Premium pupil no longer requires support to come into school – they enter school independently with no staff intervention required.
- The Thrive Approach is having a positive impact on pupils’ wellbeing and we will be developing this further. Fifteen pupils who received weekly THRIVE sessions demonstrated impact through the half termly THRIVE assessments, which identified pupils moving through the emotional stages of their development. OFSTED observed “As a result of high-quality support, there are no interruptions to pupils’ learning.”

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

A key element to develop moving forward will be how to engage and work with parents to help children with their early years development with speech and language, oracy and reading.

Externally provided programmes

Programme	Provider
THRIVE	The Thrive Approach
Parents Plus Children’s Programme	Parents Plus

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We currently do not have any children eligible for Service pupil premium
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.