

## 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	Berrywood Primary
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 <sup>nd</sup> of 3 years
Date this statement was published	30.12.22
Date on which it will be reviewed	1.12.23
Statement authorised by	Chris Reilly
Pupil premium lead	Laura Rodbourne
Governor / Trustee lead	Alison Millman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,714
Recovery premium funding allocation this academic year	£13,413 (2023-24 £11,164) (2024-25 £2791)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,127

## Part A: Pupil premium strategy plan

### Statement of intent

- *At Berrywood we believe in creating equity of opportunity for all by creating a 'school within a garden' we develop lifelong learners who are confident, critical thinkers willing to make a positive contribution.*
- *We identify barriers to learning and drive to overcome these through tailored learning and extra provision where needed, alongside our creative curriculum which is underpinned by 'The Berrywood Way'.*
- *The aim is to decrease the gap between disadvantaged and non-disadvantaged through high expectations for all, quality first teaching and carefully crafted provision maps but also address and support the rising need in social and emotional difficulties. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well in all year groups. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will provide additional support for children and their families who are deemed vulnerable to work in partnership to reduce the impact of risk factors. High-quality teaching and learning is at the heart of our approach, and therefore investment in regular, high quality and purposeful CPD for all staff is a priority. We deliver a wide range of evidence based 1:1 and small group interventions. This includes significant time for ELSA support within school and accessing a range of externally provided support for individuals, groups and families.*
- *The three-part model will aid the delivery of our plan to help the 'catch up' process, narrow attainment gaps, pinpoint interventions and longer term – open life opportunities.*
- *Regular reviews through Pupil Achievement Meetings, data analysis and key Governor briefings will support the strategy and its desired impact. More personally, case studies are written termly to further understand the whole child and feed the provision maps with personalised interventions and support tailored to the need.*

### Challenges

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

Challenge number	Detail of challenge
1	<p>Tracking attendance has been difficult throughout Covid times but our aim remains for children to be in school at least 95% of the time. Attendance meetings will be reinstated termly and communication to parents about the importance of school attendance will be regular.</p> <p>During the Summer term 2021, 53% of persistent absentees were disadvantaged. In the Autumn term previous to this (pre Covid) 36% were disadvantaged. We know that absenteeism negatively impacts pupil's progress.</p>
2	<p>External factors such as lower attendance, parenting skills, lower aspirations, trauma and mental health issues affect engagement with school and progress for some PP pupils. Coupled with some PP pupils also having additional needs.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Assessments, observations, and discussions with pupils and team leaders suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

## 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>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 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 disadvantaged pupils being persistently absent reduced to 25% .</li> </ul>

<p>Improved support for disadvantaged families.</p>	<p>Effective use of family support role, signposting to correct level support, good relationships and trust between families and school. A shared understanding of the difficulties families face and how we can support this in the best interests of the child. Effective use of CPOMS and timely communication with other agencies such as Children's Services, Family Support Service, School Nursing.</p> <p>Comment from recent Ofsted:</p> <p>"Leaders take the safeguarding of their pupils very seriously. Staff are alert to any small changes in pupils' behaviour and pass these concerns on quickly. Leaders respond swiftly to ensure that pupils and their families get the right support at the right time. Record-keeping is meticulous and reviewed regularly by a well-trained and highly skilled safeguarding team. The well-being of pupils is prioritised by leaders. Relationships have continued to strengthen with pupils and families who have needed extra support over the last year."</p> <p>This level of timely action and record keeping to be sustained.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Use of targeted barrier games and speech support starting in the Early Years.</p> <p>Use of Early Years assessment in Communication and Language (CL). Over 90% to attain ELG in this strand and sustained by 2024/25.</p>
<p>Narrowing the attainment gap between disadvantaged and non-disadvantaged.</p>	<p>Assessments, observations and Pupil Achievement Meetings indicate a narrowing of attainment which is being sustained through effective use of provision maps. Tutoring and interventions evidenced to have the desired impact.</p> <p>Pupil Premium pupils attaining ARE in line with their peers in Reading Writing and Maths and sustained by 2024/25</p>
<p>Improved phonics knowledge for disadvantaged children</p>	<p>Assessments and observations indicate significantly improved phonic knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Following this will be a love of reading developing.</p>

	Year 1 and Year 2 phonics screening to show disadvantaged pupils performing in line with their peers. 90% pass rate.
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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: £21,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>In school teacher intervention Teacher led small group intervention with targeted pupils £ 20,000</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>This will be added to with the 2022-23 grant for staff training in all areas of the new facilities and in particular the teaching kitchen and art.</p> <p>EEF Toolkit</p>	<p>2,4,5</p>
<p>To continue to develop high quality feedback £0</p>	<p>Providing feedback is a 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.</p> <p>EEF toolkit</p>	<p>3,4,5</p>
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>Zones of Regulation training rolled out and embedded across the school.</p> <p>Zones of Regulation EEF toolkit</p>	<p>2,3</p>

£1000		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and booster groups for identified need across the school in key areas such as phonics and maths. Use of fully qualified teachers for all tutoring. £20,000	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  EEF Toolkit	3,4,5
Daily / weekly support / interventions • One to one learning with a teacher • Guided group learning with a teacher • One to one learning with a member of support staff / trained volunteer • Guided group learning with a member of support staff / trained volunteer £20,000	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  This will be added to with the 2022-23 grant for development with market Days and key staff running these interventions.  EEF Toolkit	3,4,5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

<p><a href="#">School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Regular meetings reflecting on accurate data, good relationships with parents and clear pathways to follow.</p> <p>£2000</p>	<p>DfE Guidance</p>	
<p>Wellbeing support through ELSA and PSHE sessions.</p> <p>Training in Zones of Regulation, LEGO therapy, Drawing and Talking to be disseminated and embedded across the school to upskill more staff and have a wider impact.</p> <p>£5000</p>	<p>Social and emotional learning has a positive impact on additional learning and enables children to be in a place ready to learn. Emotional needs need to be met and mental health addressed appropriately.</p> <p>EEF toolkit amongst others</p>	<p>2,4</p>
<p>Behaviour Support using a forest skills approach and the outdoor environment.</p> <p>£5000</p>	<p>Social and emotional learning has a positive impact on additional learning and enables children to be in a place ready to learn. Emotional needs need to be met and mental health addressed appropriately.</p> <p>EEF toolkit amongst others</p>	<p>2,3,4</p>
<p>Increasing parental engagement through having a point of contact with designated Family Support Liaison Worker. Effective use of CPOMS from all staff to ensure timely actions. Good relationships and knowledge with all support agencies and with the families, understanding of barriers and needs.</p> <p>£15,000</p>	<p>Parental engagement has a positive impact on additional progress.</p> <p>EEF Toolkit</p> <p>This will be added to with the 2022-23 grant with developing the Supporting families team and training key adults. Also further training courses for parenting programmes.</p>	<p>2,4</p>



Residential and other educational visits and – financial support £4000	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation EEF Toolkit	2,4
Financial support for Music lessons £1000	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. EEF Toolkit	2,4

**Total budgeted cost: £93,500**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*2021-22 saw a much more settled picture across the school with much of school life returning to a more familiar and stable picture which was welcomed by all. The legacy of Covid amongst other societal factors continues through an increase in those eligible for Pupil Premium with numbers rising from 70 children to around 100 (12% to 15%). This is below the national average of 25% but continues to rise. The Discretionary Grant also meant that we were able to reach out further to families in need and support them financially too in a variety of ways. This has been well received and the take up not insignificant.*

*Attendance and punctuality continued to be a concern and the year 2022-23 subsequently started with a refreshed expectation to all families around the importance of good school attendance and punctuality. Termly meetings are in place to reach out to parents before the attendance becomes a problem and staff have all been informed of historic concerns from the previous year with regards to attendance. Overall the attendance was 95.89% but we will continue to focus on the persistent absentees and identifying the barriers to this.*

*In school teacher intervention has been key to addressing and narrowing gaps in missed learning, with a targeted approach for specific needs. High quality feedback has been embedded across the school and forms an integral part of the daily diet for all children. New staff have worked with year teams to provide detailed provision maps for their class and alongside their Year Leader to ensure logistics will enable the interventions to happen effectively.*

*Zones of Regulation training has been rolled out to all staff with key concepts disseminated to use with all the children to support their mental health and well-being. Alongside this, the PSHE lead has begun to disseminate training and planning for the 'No Outsiders' curriculum, developing the approach that everyone is welcome and teaching about diversity. Thus far, teaching staff and Governors have received training and the materials purchased for all year groups from R to 6.*

*Tutoring and booster groups were concentrated in Year 6 and had the desired impact. 19 out of 29 tutored achieved combined ARE with the remaining children making progress.*

*The 2022 summative assessment shows that the gap remains between pupil premium and non pupil premium with non PP out performing PP in reading, writing and maths across almost every year group. Now we have a set of data again, we will be using this to show the impact of interventions and tracking the cohorts to show the gap closing and using the data to identify where extra interventions need to occur.*

*EYFS GLD -66% above national (73% non PP, 36% PP)*

*Year 1 phonics – 74% overall (78% non PP, 59% PP)*

*Year 2 Secure+ Reading 73% non PP, 71% PP*

*Secure+ Writing 52% non PP, 9% PP*

*Secure+ Maths 71% non PP, 45% PP*

*Year 6 Secure+ Reading 76% non PP, 67% PP*

*Secure+ Writing 78% non PP, 60% PP*

*Secure+ Maths 76% non PP, 60% PP*

*Alongside academic attainment we have supported children with instrument lessons, where the take up is continually increasing, and supporting financially with trips such as the PGL residential trip enabling all children equality in opportunity.*

*There was heavy investment in the new synthetic phonics scheme and reading books for YR and Y1 and this dovetailed into new books for Year 2 at the start of 2022-23 too. The content and variety has hugely increased allowing for much deeper conversations around the text. Year R and 1 have worked together to devise a working system alongside the scheme to adhere to the guidance around children being given a decodable book from only the sounds they have been taught. Previous books have not been wasted and a plan is currently in place to offer these as a 'Read Together' book at home, widening the range offered to each child to promote our love of reading ethos.*

*Market Days returned bigger, better, more focussed and with more of an impact on our most vulnerable children. Children with a level of vulnerability from EHCP to PP have been carefully considered and have had Personalised Learning Plans written to enable them to access learning and curriculum content in an alternative way. The impact of this will be seen in 2022-23 with the opening of the new facilities including a teaching kitchen, art studio, music room and drama room. The children who have started this have thoroughly enjoyed it, are highly engaged and are obtaining a variety of skills and knowledge from it.*

*Moving forward in recognising the need for supporting families, the team will increase and new members will be recruited. We have also networked locally with cluster*

*schools with a view to roll this out further in the district to support each other. Long term plans will now also include training for Family Links and to host at Berrywood.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
Support one to one with key adult when parents deployed	Through good communication with families we had discussed how to support when parents deployed. One to one time was spent creating a photo book of child's week in school to save and share with deployed parent.
Support with speech and language	To enable the child to be able to express themselves clearly, support with speech and language was necessary.
Instrumental lessons	Subsidised instrumental lessons for the positive impact on mental health that learning an instrument has.