

# Berrywood Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-2025.

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	620
Proportion (%) of pupil premium eligible pupils	15%
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> )	1 <sup>st</sup> of 3 years 2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Reilly
Pupil premium lead	Amy Spencer
Governor / Trustee lead	Alison Millman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2680.50
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£122,292

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *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 close 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 four-part strategy model (EEF 2023: plan, implement, monitor and sustain) will aid the delivery of our strategy to help the 'keep 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><b>Executive Functioning Skills</b></p> <p>Assessments, observations and discussions with stake holders suggest disadvantaged pupils at Berrywood generally have more limited executive functioning skills than their peers. Their lack of impulse control, attention control and emotional regulation negatively impacts their day-to-day learning and can cause low level disruptions. This can also impact their ability to interact positively with their peers.</p>
2	<p><b>Phonological Awareness</b></p> <p>Assessments, observations, feedback from parents and discussions with class teachers suggest many disadvantaged pupils start early years with limited phonological awareness. This negatively impacts their development as readers and writers.</p>
3	<p><b>Self Esteem and Wellbeing</b></p> <p>External factors such as lower attendance, parenting skills and additional needs can result in some of our disadvantaged pupils having lower self-esteem than their peers. This prevents them from taking risks in their learning and lacking resilience when given challenges.</p>
4	<p><b>Writing</b></p> <p>Assessment data, observations and feedback from stakeholders show that there is a gap between disadvantaged pupils and their peers in writing. Pupils have showed weaknesses in handwriting; composition of sentence structure; and in vocabulary, grammar and punctuation.</p>
5	<p><b>Oral Language Skills</b></p> <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>

## 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 Executive Functioning Skills (EFS) for disadvantaged children	<p>Observations, assessments and discussions with stakeholders indicate significant improvement of executive function skills (impulse control, attention control and emotional regulation) among disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>● Fewer CPOMs entries linked to behaviour and EFS.</li> <li>● Positive behaviour for learning shown by all pupils.</li> <li>● Pupils able to interact in whole class inputs with any resource that supports them and removes barriers.</li> <li>● Pupils able to verbalise their needs and emotions.</li> <li>● Zone of regulation discussions across the whole school.</li> <li>● EFS interventions include games and time to talk.</li> <li>● Teachers use 'Prep-4-best' to plan for successful learning.</li> <li>● Pupils at Berrywood feel happy, healthy and safe.</li> <li>● Improvements in case study records showing positive learning behaviours and well being.</li> </ul>
Improved phonological awareness for disadvantaged children	<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, learning scrutiny and ongoing formative assessment. Following this will be a love of reading developing.</p> <ul style="list-style-type: none"> <li>● Year 1 and Year 2 phonics screening (PSC) to show disadvantaged pupils performing in line with their peers. 90% pass rate.</li> <li>● Teachers teach using Essential Letters and Sounds SSP with fidelity across KS1 and where needed into KS2.</li> </ul>

	<ul style="list-style-type: none"> <li>● Teachers use assessment to identify spotlight children. Phonics lead rigorous tracking ensures pupils make accelerated progress.</li> <li>● 1:1 tutoring, pinny time and additional lessons used to ensure children 'keep up'.</li> <li>● Any children who do not pass PSC are tracked through out KS2 until they achieve phonological understanding secure enough to read fluently.</li> </ul>
<p>Increase in self esteem and positive mental health for disadvantaged families</p>	<p>Observations, learning scrutinies and discussions with stakeholders show significant improvement in pupil's self esteem and over all wellbeing.</p> <ul style="list-style-type: none"> <li>● Fewer CPOMs entries linked to self-esteem, wellbeing and mental health.</li> <li>● Pupils more willing to take risks in their learning and exceed high expectations.</li> <li>● Increase in families engaging in family support workshops.</li> <li>● All disadvantaged pupils taking part in extra-curricular activities including sports and music with confidence and aspiration.</li> <li>● Disadvantaged pupils accessing self-esteem workshops including ELSA and Time to Talk where needed.</li> </ul>
<p>Closing the attainment gap between disadvantaged and non-disadvantaged</p>	<p>Assessments (BAM/Scroll back), observations and Pupil Achievement Meetings indicate a closing of attainment which is being sustained through effective use of provision maps.</p> <p>Tutoring and interventions evidenced to have the desired impact. Pupil Premium pupils attaining ARE or better in line with their peers in Reading, Writing and Maths and sustained by 2026-27.</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 interventions and speech support starting in the Early Years. Use of Early Years assessment in Communication and Language (CL). Over 90% to attain ELG in this strand and sustained by 2026-27.</p>

## 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: £44,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Executive Functioning CPD  £1200	Curious Not Furious work by Kit Messenger shares a proven pathway for better outcomes in supporting young people. Authors Alison Rendle and Kit Messenger blend academic research with practical tools based on the latest findings in neuroscience, psychology, attachment, and trauma. It equips school staff with the skills on how to respond effectively in heightened situations and support young people in recognising their own needs.	1,3,4
Whole School CPD on scaffolding and removing barriers to learning  £2500	EEF highlights importance of identifying and removing barriers to learning. These could be but not limited to context, writing, reading, attention, experience or language. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1635355222</a>	1,2,3,4,5
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics program</a> : Essential Letters and Sounds to secure stronger phonics teaching for all pupils  £9075	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2,3,4,5
Recruitment of additional ELSA and	There is extensive evidence associating childhood emotional literacy skills with improved	1,3,4

<p>extending Market Staff provision</p> <p>£18,450</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	
<p>Retention of Family Support Liaisons</p> <p>£6000</p>	<p>Education Endowment Foundation toolkit: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a>. The parental involvement toolkit highlights the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p>	1,3,4
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£7500</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3,4

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

Budgeted cost: £51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily/ Weekly support interventions</p> <p>To include:</p> <p>Executive functioning interventions, 1:1 sessions and small group work. To be included in whole class lessons and Market days provisions</p> <p>ELSA/Time to Talk and Self Esteem sessions</p> <p>SaLT, Lidcombe Therapy</p> <p>£18,000</p>	<p>As mentioned in above table.</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>1,3,4</p>
<p>School-led tutoring and booster groups for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><i>Focus on: Year 6 R, W and M</i></p> <p><i>Year 4 Times tables</i> <i>EY/1 and 2 Phonics</i></p> <p>£27,500</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>2,3,4,5</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£6000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2,3,4,5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing/Self Esteem support through ELSA and PSHE sessions. Additional ELSA will mean greater capacity targeting more children who need this intervention.</p> <p>£8000</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. EEF toolkit amongst others</p>	<p>1,3,4</p>
<p>Sustaining parental engagement through having 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. Continue family support workshops.</p> <p>£4000</p>	<p>Parental engagement has a positive impact on additional progress. EEF Toolkit</p>	<p>1,3,4,5</p>
<p>Residential, extra-curricular clubs and other educational visits - financial support</p> <p>£6000</p>	<p>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.</p>	
<p>Financial support for Music lessons</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an</p>	

£2000	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	
Contingency fund for acute issues  £6050	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This also includes funding breakfast Berries to help attendance.	

**Total budgeted cost: £ 122,275**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2023-2024

<b>End of KS2</b>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<b>Year 6</b>	<i>ARE (GD)</i>	<i>ARE (GD)</i>	<i>ARE (GD)</i>
<i>All pupils</i>	88% (43%)	84% (16%)	84% (39%)
<i>Disadvantaged pupils</i>	73% (20%)	64% (0%)	82% (20%)

<b>Phonics Screening Check</b>	<i>Year 1</i>	<i>Year 2</i>
<i>All pupils</i>	82%	89%
<i>Disadvantaged pupils</i>	69%	83%

<b>Early Years</b>	<i>GLD</i>
<i>All pupils</i>	72%
<i>Disadvantaged pupils</i>	60%

*The 2024 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.*

*Challenges from 2021-2023 strategy plan*

- 1) **Attendance including persistent absentees**
- 2) **External factors (parenting skills and mental health including trauma).**
- 3) **Underdeveloped oral language**
- 4) **Wellbeing and narrowing gap between disadvantaged pupils and their peers**
- 5) **Phonics, love for reading and gap in phonics screening check**

**Attendance**

Data from 2023-2024, shows an improvement in attendance data for disadvantaged pupils. We aim to continue to improve to reach our target of 95+% for PP pupils.

Attendance and punctuality continued to be a concern nationwide 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. The Senior Leadership Team work hard to establish strong relationships with our families to enable effective support when needed.

Overall, the attendance was 94% this year for disadvantaged pupils but we will continue drive improvements in school attendance, focusing on the persistent absentees including those with emotional based school avoidance and identifying the barriers to this.

<b>Whole School Attendance</b>	<b>All pupils</b>	<b>Disadvantaged pupils</b>
<b>2021-2022</b>	96%	93%
<b>2022-2023</b>	96%	94%
<b>2023-24</b>	95%	94%

**External factors: parenting skills/trauma and mental health**

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 Education, Health and Care Plan (EHCP) to Pupil Premium have been carefully considered and children

with EHCPs have had Personalised Curriculum Plans written to enable them to access learning and curriculum content in an alternative way.

Alongside academic attainment we have supported children with instrument lessons, where the take up is continually increasing, Emotional Literacy Support (ELSA) and supporting financially with trips such as the PGL residential trip enabling all children equality in opportunity. These children are a priority focus of the teachers and Learning Support Assistants (LSAs) during the lessons and they have personalised support to bridge any gaps and progress. If there is an area of need identified, an intervention could be put in place to address this e.g. spellings, handwriting, maths, fine or gross motor.

Families have been supported via our family support groups and parenting workshops which have developed parenting skills such as morning routines enabling children to come to school ready to learn.

### **Underdeveloped oral language**

Employed staff to work additional hours to focus on Speech and Language development across Year Reception and 1. In Early Years, we had 11 children on SaLT programmes last year. All pupils made progress and worked through their programmes. LSAs worked through the plans with the children in the spring/summer term when possible to provide consistency. Through everyday teaching and conversations with the children, we were able to model and reinforce certain sounds and understanding of language to support the children. Out of the 11 children, 4 children achieved their ELG in Listening (L), Attention (A) and Understanding (U) and Speaking (S). 6 of the 11 children achieved their ELG in L, A and U.

### **Narrowing the Gap**

Tutoring took place in the spring term at Berrywood, aimed at improving outcomes in Year 6. All pupils that were tutored made progress in the area that they were focusing on: reading and maths. 75% of pupil premium pupils that were tutored achieved the combined expected standard in reading, writing and maths.

### **Phonics**

In January 2024, Berrywood decided to utilise the 'Essential Letters and Sounds' SSP. As a school, we were already using Oxford University Press books linked to this phonics scheme, so it built on foundations already set and was one of the SSP programmes accredited by the DfE. Two terms later, observations, assessments and learning scrutinies have already shown significant improvements in children's phonological awareness and blending skills which will have a direct positive impact on early reading and writing skills. A phonics tutor and trained LSAs in Year 1 and Year 2 targeted disadvantaged pupils who were significantly working below age related

expectations which led to 83% disadvantaged pupils (89% all pupils) passing their phonics screening check by end of key stage one. In Year 1, 69% disadvantaged pupils passed their phonics screening check. Those pupils who did not pass will be targeted for phonics tutoring in 2024-2025 to ensure they are able to read fluently ready for KS2.

*Last year marked the end of a three-year strategy plan.*

