

Berkswell CE Primary School 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	Berkswell CE Primary
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	15% (including EYFS)
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracy Drew Head teacher
Pupil premium lead	Tracy Drew Head teacher
Governor	Selina Forsythe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,350
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,700

Part A: Pupil premium strategy plan

Statement of intent

At Berkswell CE Primary School, pupils in receipt of pupil premium funding make up 15% of the school population (27.3% National).

We are committed to ensuring our disadvantaged pupils receive teaching that is at least good in every lesson and that targeted intervention takes place when necessary. Funding is therefore used to develop high quality teaching, provide academic support and is also used to ensure pupils are given as many opportunities as possible to enhance their learning; this includes enabling all pupils to access a range of extra-curricular activities. We also aim to ensure that the emotional and mental health and wellbeing needs of this group of pupils is met and work hard to provide additional pastoral support for children and their families.

Quality first teaching lies at the heart of our strategy proven to make the most impact in closing attainment gaps whilst also challenging those who are high attainers. As part of this process both non-disadvantaged and disadvantaged children will be included in the School Led Tutoring provided across the year.

Each child is an individual and the school will respond as such. It is vital there is a collegiate approach by the whole school to raise expectation for all pupils especially those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	The school has identified pupil premium pupils that need rapid intervention to catch up quickly or to make accelerated progress from their starting points in the core subjects. This is mirrored in national data.
2	A proportion of children specifically need support in oral literacy and phonic development, directly linked to COVID.
3	It has been observed, that pupils who have low self-esteem, often lack confidence, so struggle to achieve their true potential. A number of children have more complex needs, including attachment and foetal alcohol disorders due to their early life experiences.
4	Pupils who are absent for substantial parts of their education fall behind and struggle to catch up. The attendance of disadvantaged pupils is 93% - below the attendance for non-disadvantaged pupils. 16.5% of this group have been persistently absent over the Autumn term 2021.
5	Some of our children suffer from high anxiety and come from families where there is a history of poor mental health that is impacting on their mental health and well-being

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
All disadvantaged children will pass the phonics test unless they have a cognitive learning difficulty.	<p>The current reading scheme will be supplemented and phonics will continue to be seen in matched decodable books.</p> <p>Timely intervention will be put in place to support groups of children whose gaps are not closing.</p> <p>All disadvantaged children will pass phonics.</p>
Raise attainment in each year group for disadvantaged pupils in Reading to be in line with non-disadvantaged pupils.	<p>The targeted intervention work is of a high quality, staff are trained and confident in the delivery. .</p> <p>Impact of the interventions are reviewed half-termly – leading to the narrowing of gaps.</p> <p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils (5) met the expected standard.</p>
Raise attainment in each year group for disadvantaged pupils in Writing to be in line with non-disadvantaged pupils.	<p>The targeted intervention work is of a high quality, staff are trained and confident in the delivery. .</p> <p>Impact of the interventions are reviewed half-termly – leading to the narrowing of gaps.</p> <p>Talk4Writing approach improves outcomes across the school</p> <p>KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils (5) met the expected standard.</p>
Raise attainment in each year group for disadvantaged pupils in Maths to be in line with non-disadvantaged pupils.	<p>School Led Tutoring targets successfully, those children with the largest gaps in number.</p> <p>The Mastering Number Programme Reception and KS1 – Maths Hub leads to less gaps in understanding as the children move to KS2</p> <p>KS2 Maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils (5) met the expected standard</p>
Improve attendance of disadvantaged pupils to be in line with school averages	<p>Attendance tracker shows improved attendance for identified children. Gaps are reducing within school and attendance for disadvantaged children is always above that of national for this group of learners.</p>
Improved emotional well-being and mental health for all children, particularly those who are disadvantaged.	<p>Learning behaviours are improved affecting attainment. Attendance is improved across the year.</p> <ul style="list-style-type: none"> - Shown through the voice of both parents and children - Reduction in logged behaviour incidents - Wider involvement of children in enrichment activities
Disadvantaged pupils to have the same opportunities as non-disadvantaged pupils including access to extra-curricular activities	<p>School will ensure that there are the same opportunities for disadvantaged pupils and will actively encourage these children to partake in a range of extra-curricular activities including music, performance, theatre, sporting activities. Engagement of disadvantaged pupils in extracurricular activities will increase</p>

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Mastering Number Programme Reception and KS1 – Maths Hub leads to less gaps in understanding as the children move to KS2.	Acquiring a deep, long-term secure and adaptable understanding of number – the school is taking part in the Maths Hub Mastering Number Project 2021 2022. EEF Maths Mastery +2 months progress	1
Develop staff understanding of attachment disorder and provide support around behaviour management.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. EEF – Behaviour Interventions +4 months	2
Review provision of phonics and Early Reading to ensure high-level provision. Review current reading scheme and purchase new books to ensure that they match the sounds pupils are learning. Provide a workshop for parents to support Early Reading. Training for staff.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF Phonics - average +5 months	1 2

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

Budgeted cost: £27,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train support staff with appropriate approaches and pedagogy to teaching interventions. eg. Application of Rosenshine Principles	High quality short focussed teaching interventions improve learning – supported by the class teacher and through training. EEF- Teaching Assistant Interventions +3 months	1 2 3
Targeted group intervention work linked to reading following teacher baseline assessments in the autumn term.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF Reading Comprehension Strategies +6 months	1 2 3
Establishing of School Based Tutoring to focus on gaps in number.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year EEF – Small Group Tutoring +4 months	1 2 3
Purchasing of on-line and practical resources to support learning at home.	Homework has a positive impact on average +3 months Feedback on homework had higher impacts on learning. The easy access and engagement in material is vital. EEF – Homework +3 months	1 4
Small phonics and writing groups established in KS1.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF EEF Phonics - Average +5 months	1 2 3
Directed intervention work within the classroom by the class teachers (bespoke and purchased).	Teacher directed intervention within lessons, through specific grouping. EEF – Within Class Attaining Groups – +2 months	1

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking of all pupil premium children, supported by CSAW to implement intervention plans when necessary.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Children who are absent for substantial parts of their education fall behind and struggle to catch up. EEF Parental Engagement +5 months	3 4
Community Family Mentor support for vulnerable children and families.	Parental Engagement has a positive impact of 4 months additional progress. Improved mental health enables children to perform better academically. EEF Parental Engagement +5 months EEF Social and Emotional +3/4 months	4 5
Training, developing and resourcing the schools Mental Health action plan linked to the forming of a Mental Health and Well-Being group.	Evidence is limited but pupils with improved mental health generally perform better academically and have higher self-esteem. When children have a positive approach to learning they will know more and remember more. EEF Social and Emotional +3/4 months	3 5
External agency support for identified children, OT, Educational Psychologist, Links Therapy etc	Specific expert support from external agencies will help to shape provision for children with more complex needs.	1 3 5
Extra-curricular clubs and activities are open to all through funding. All enrichment activities are funded when required.	Ensure there is increased attendance at enrichment and extra-curricular activities overcoming any barriers. EEF Aspiration Intervention – Arts/ PE intervention	4 5

Total budgeted cost: £57,700

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 2020 to 2021 academic year.

Intended Outcome	Provision	Impact
<p>Learning in the curriculum For disadvantaged pupils to achieve at least as well as their peers and national (disadvantaged) group in all areas.</p> <p>Progress For disadvantaged pupils to make at least as similar rates of progress to the similar national non- disadvantaged group in all areas.</p>	<p>'My Maths', 'Spelling Shed,' Phonics Play,' 'TT Rock Stars' and 'Oxford Owls,' are used to support learning at home as well as at school</p> <p>Interventions planned across the year and reviewed regularly.</p> <p>Small group phonics, writing and maths work in KS1 and KS2</p>	<p>Gaps were identified in the autumn term for focussed work, each class was allocated a Teaching Assistant for a minimum of the morning session, supporting Maths and English. Children were making good progress relative to their starting points.</p> <p>Class teachers monitored the completion of work over the lock down period, supporting parents individually, with children with more complex needs. Many Pupil Premium children attended school during this period.</p> <p>In the summer term, as school fully reopened, the group interventions resumed fully.</p> <p>Of the 27 children in KS1 and KS2 93% in Reading, 85% in Writing and 89% in Maths have at least made expected progress.</p> <p>100% achieved the phonics standard in year 2 (Autumn 2021).</p>
<p>Social and emotional and behaviour To support children and their families experiencing social and emotional issues to access school life and the curriculum fully.</p>	<p>Community Family Mentor support for vulnerable children and families. Year 6 target learning group for Maths and English. 1:1 support for identified individual pupils.</p> <p>Accessing external agencies when required, including signposting financial support. Establishing network of parental support.</p> <p>Training, developing and resourcing the schools Mental Health action plan</p>	<p>Only one child in Year 5 and 6 within this group did not make expected progress in all three areas – this child had very complex social and emotional needs.</p> <p>Supported children led to improved attendance and in turn outcomes. Funded wraparound care via use of Windmills supported families.</p>

	<p>linked to the forming of a Mental Health and Well-Being group.</p> <p>Uniform and other resources made available for families at no cost.</p> <p>External agency support for identified children, OT, Educational Psychologist, Links Therapy etc.</p> <p>Wraparound sessions via Windmills provided.</p>	<p>Agencies accessed to support individual families both financial and socially and emotionally.</p> <p>Uniform purchased for a number of families, including uniform for secondary school to aid a smoother transition.</p>
<p>Enrichment beyond the curriculum Ensure disadvantaged pupils have equal access to all opportunities in school.</p>	<p>Extra-curricular clubs and activities are open to all through funding. All enrichment activities are funded when required.</p>	<p>All clubs were inclusive as there was equality in accessibility. All children were able to access enrichment activities that stand outside of the curriculum.</p>