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**Berkley First School**

Pupil Premium Statement

Berkley Church of England First School is much smaller than the average-size primary school. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is just below the national average. These pupils' needs cover a wide range, including moderate learning difficulties and speech and language disorders. There are no pupils with a statement of special educational needs. The Early Years Foundation Stage consists of Reception-age children. Throughout the rest of the school, pupils are organised into Year 1, and mixed Year 2/3 and Year 3/4 classes. In recognition of its work, the school has received a number of awards, including Dyslexia Friendly and the 360 Degree, Safety Award.

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## **Statement of intent**

At Berkley, we believe that the highest possible standards can only be achieved, by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created, to provide funding for three key areas:

* Raising the attainment of disadvantaged pupils and closing the gap with their peers.
* Providing funding for LAC and previously LAC (PLAC).
* Supporting pupils with parents in the armed forces.

We aim to use the Pupil Premium effectively to raise achievement and close the gap between pupil groups. We believe that Quality First Teaching has the biggest impact on these groups; with additional targeted support where needed to raise attainment of those from vulnerable groups.

We are rigorous in our data analysis, both at the end of the year and throughout, to ensure that all children receive the targeted support they may need. All teachers have a responsibility in this data tracking and in knowing who pupil premium children in their class are.

We have used previous evaluations of what has worked in our school to inform how to spend the Allocation Grants are considered within the overall school budget, including additional funds, and are used to supplement existing resources and provide new ones.

This policy outlines the amount of funding available, the school’s strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated, correctly.

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| Signed by: | | | |
|  | Headteacher | Date: |  |
|  | Chair of Governors | Date: |  |

# Pupil Premium Reporting Template

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| **Funding information** | |
| **Academic year** | **2021 - 2022** |
| **Total number of pupils on roll** | **105 (October census 103)** |
| **Total number of pupils eligible for PPG** | **5** |
| **Amount of PPG received per pupil** | **£1345** |
| **Number of pupils eligible for LAC and PLAC premium** | **0** |
| **Total LAC and PLAC premium received** | **£2345 (to be returned)** |
| **Number of pupils eligible for SPP** | **1** |
| **Total SPP received** | **£310** |
| **Total PPG received** | **£7035** |
|  | |
| **Staff costs** | **£2400 (allocated so far)** |
| **Raising standards costs** | **£1000 (allocated so far)** |
| **Total spent** |  |

# Appendix 2 – Pupil Premium Review Self-Evaluation Form

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| 1. Summary information | | | | | | | | | | | | |
| School | | Berkley First School | | | | | | | | | | |
| Academic year | | 2020/21 | Total pupil premium grant (PPG) budget | £7035 | | | | Date of most recent PPG review | | | | April 2021 |
| Total number of pupils | | 105 | Number of pupils eligible for the PPG | 5 + 1 SPP | | | | Date for next internal strategy review | | | | July 2021 |
| 1. Current attainment (Autumn 2021) | | | | | | | | | | | | |
|  | | | | | | Pupils eligible for the PPG in the school (year 1 -4) | | | | | Pupils not eligible for the PPG in the school (year 1 – 4) | |
| % of pupils achieving expected standard or above in reading | | | | | | 60% | | | | | 74% | |
| % of pupils achieving expected standard or above in writing | | | | | | 60% | | | | | 64% | |
| % of pupils achieving expected standard or above in mathematics | | | | | | 60% | | | | | 71% | |
| % of pupils making expected progress or above in reading (as measured in the school) | | | | | |  | | | | |  | |
| % of pupils making expected progress or above in writing (as measured in the school) | | | | | |  | | | | |  | |
| % of pupils making expected progress or above in mathematics (as measured in the school) | | | | | |  | | | | |  | |
| 1. Barriers to future attainment (for pupils eligible for the PPG) | | | | | | | | | | | | |
| Academic barriers (such as poor oral language skills) | | | | | | | | | | | | |
| A | Emotional health and wellbeing | | | | | | | | | | | |
| B | Poor attitude towards learning and low aspirations | | | | | | | | | | | |
| C | Cross over with SEND | | | | | | | | | | | |
| D | Lack of extra enrichment opportunities at home | | | | | | | | | | | |
| Additional barriers (including issues which also require action outside the school such as low attendance rates) | | | | | | | | | | | | |
| E | Attendance and lateness | | | | | | | | | | | |
| F | Lack of parental engagement and support at home | | | | | | | | | | | |
| 1. Intended outcomes (specific outcomes and how they will be measured) | | | | | | | Success criteria | | | | | |
| A | Children to have a positive self-image and to have improved emotional and mental wellbeing so children are ready to learn. | | | | | | * Pupil Premium and Non Pupil Premium children will be engaged in their learning with very rare low-level disruption. * Pupils will have a sense of belonging and emotional maturity will be achieved. * Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated showing consistently a growth mind-set. * Pupils will be socially confident and maintain friendships * Pupils will be recognised regularly in Celebration worship. * Pupils to attend provisions such as nurture and ELSA | | | | | |
| B | Children will show positive attitudes towards their learning and our curriculum will motivate and captivate learners in order for them to achieve their full potential. | | | | | | * Children to be engaged in learning * Children to show successful learning skills in every lesson across the curriculum * Age-related skills and knowledge to be achieved in every subject across the curriculum * Children to have access to a range of enrichment activities * Themes in school to be planned with vulnerable children at the forefront ensuring they experience and have access to every learning opportunity | | | | | |
| C | Ensure all Pupil Premium children made good and/or sustained progress, developing excellent knowledge and understanding in reading, writing & maths, considering their different starting points | | | | | | * Termly data analysis to show that PPG children are making expected progress and book scrutiny to show that their knowledge and understanding in reading, writing and maths is developing and growing. | | | | | |
| D | To provide access to After School Clubs, Breakfast Clubs, Residential or extracurricular activities where the schools, in partnership with other agencies that are working to support the child/family, believe this to be in the best interests of the child/children. | | | | | | * PPG children to have access to extra curricula activities e.g. music lessons, trips, residential etc. | | | | | |
| E | Attendance of all pupils to meet National. Average Attendance diminished between Pupil Premium and Non-Pupil Premium | | | | | | * The difference in attendance between PP and Non PP children is diminished * Attendance tracking and monitoring to be in place with termly attendance meetings, actions as required with individual families. If required - termly meetings with EWO to review attendance interventions and monitoring. * Attendance lead to monitor attendance regularly and review procedures from FLP meetings across the year. | | | | | |
| F | Parents to be more engaged with school activities both in school and at home | | | | | | * Parental engagement with events such as celebration assemblies and parents evenings * Parents to be invited to school regularly for updates and changes e.g. new behaviour policies, Vision and Values. | | | | | |
| 1. Planned expenditure | | | | | | | | | | | | |
| Academic year | | April 2021 – April 2022 | | | | | | | | | | |
| Quality of teaching for all | | | | | | | | | | | | |
| Action | | Intended outcome(s) | What is the evidence and rationale for this choice? | | How will you ensure it is effectively implemented? | | | | Staff lead | | | When will you review implementation? |
| Extra TA support in classroom | | To ensure that all Pupil Premium children make substantial and/or sustained progress, in reading, writing & maths, considering their different starting points. | We have found through monitoring and observations that our TAs are an important part of the quality first teaching children receive.  For the difference to diminish between Pupil Premium and Non- Pupil Premium children. | | Regular drop in observations of teachers and TAs.  TA appraisal system in place to support and challenge TAs.  Evidence in children’s books closely monitored by subject leaders and SLT.  Pupil Progress Meetings and learning journeys will be used termly to record and evaluate the effectiveness of interventions / analyse quality of teaching and impact on attainment and progress.  Intervention groups will be managed effectively and adjusted in line with data capture analysis and SLT will review all biddable time and allocate TAs accordingly. | | | | ST and LH | | | Every term during data analysis sessions |
| Raise the attainment of Reading, Writing and Maths. | | Quality first teaching in all classes so that all children are receiving teaching which is at least good  Focused interventions driven by the needs of the children. | A range of evidence indicates that high quality first teaching has an impact on learners and we fundamentally believe that all our children should have access to high quality teaching.  To enable PP children to make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points. | | Subject leader and SLT carry out regular ‘book looks’ to monitor the impact in books.  Regular drop in observations and learning walks along with formal appraisal observations with staff receiving quality feedback to improve their practice  Evaluation and tracking of children not reaching ARE.  Deeper analysis of data if required to identify missing skills and knowledge needed to achieve ARE. | | | | ST and LH | | | Ongoing review but specifically at each PPM meeting. |
| Whole school training will ensure staff can best support the progress and attainment of all PP children | | Regular PPG focus in Staff meetings/TA meetings to keep up to date with evidence and latest research and Staff to regularly attend CPD opportunities | High quality first teaching evident in every classroom | | Evidence from learning walks show evidence of high quality teaching taking place  Staff training events to ensure all staff have a good understanding and knowledge of teaching of all curriculum areas  Pupil progress meetings and data analysis sessions will be used termly to record and evaluate the effectiveness of interventions and analyse the quality of teaching and impact on attainment and progress. | | | | SLT | | | Termly |
| Total budgeted cost | |  | | | | | | | | | | |
| Targeted support | | | | | | | | | | | | |
| Action | | Intended outcome(s) | What is the evidence and rationale for this choice? | | How will you ensure it is effectively implemented? | | | | | Staff lead | | When will you review implementation? |
| PPG children all come in to school ready to learn. | | SLT and class teachers will work with families to help with attendance and morning routines to avoid lateness to school.  Weekly attendance meetings will monitor the punctuality and attendance of all children, and focus on PPG children. | Improved attendance in school means that the children are in school at every possible opportunity to access their learning. | | Head teacher will monitor attendance weekly and act as necessary, following Berkley’s and the FLP absence policy. | | | | | ST | | Ongoing |
| PPG children who are entitled to the LAC/PLAC funding or are supported to ensure they reach their full potential- diminishing the gap. | | Ensure that children who receive LAC/PLAC funding have any barriers to learning removed. | To ensure that any vulnerability will not hinder the outcomes for these children. | | Regular discussions as needs of individual children arise with both staff and parents/carers  High quality curriculum resources are purchased as and when required | | | | | SLT | | Ongoing and in more detail at Every Pupil progress meeting |
| PPG children will develop new skills or coping strategies that enable the child to experience greater success. | | Targeted bespoke interventions in small groups or one to one such as ELSA or nurture style activities. | SENCO to monitor the sessions each week to ensure teaching is targeted to the group and current need of the children. | | Intervention staff will provide a feedback to the SENCO and class teachers as required and in more detail once a term. | | | | | SLT and SENCO | | At the end of each term SLT to discuss progress and the next group of targeted children. |
| PPG children to be able to attend extra-curricular activities. | | Providing free access to After School Clubs, Breakfast Clubs, Trips, Residential or swimming sessions | To ensure that children can access and develop skills in all areas of the curriculum and are engaged in learning. | | Office to let PPG parents aware that the school in support them financially in this area when they first apply for PPG. Office to send reminders home when required. | | | | | SBM | | Ongoing |
| PPG children to be given milk during snack times | | To ensure children have a balanced diet and receive all nutrients. | If children feel full and are receiving all the correct nutrients that their body needs then they will be able to concentrate better in class and therefore access more of the curriculum. | | Office staff to make PPG pupil’s parents aware that we can order then milk for their child to have daily in school | | | | | Office admin staff | | Ongoing |
| Total budgeted cost | |  | | | | | | | | | | |
| Other approaches (to be completed during the financial year) | | | | | | | | | | | | |
| Action | | | What is the evidence and rationale for this choice? | | Staff lead | | | | | | | When will you review implementation? |
|  | | |  | |  | | | | | | |  |
|  | | |  | |  | | | | | | |  |
| Total budgeted cost | |  | | | | | | | | | | |
| Additional Data | | | | | | | | | | | | |

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