# 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

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| Detail | Data |
| School name | Berkley First School |
| Number of pupils in school | 100 (October Census 103) |
| Proportion (%) of pupil premium eligible pupils | 5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Suzanne Thompson |
| Pupil premium lead | Luci Hooper |
| Governor / Trustee lead | Ronnie Crossman |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £7035 |
| Recovery premium funding allocation this academic year | £TBC |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £TBC |

# Part A: Pupil premium strategy plan

## Statement of intent

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| https://www.berkleyschool.co.uk/wp-content/uploads/2017/05/Berkley_sm.jpg  **We are a small school, with big ideas, adopting a creative approach to ensure that every child is supported in order to flourish and thrive; to see and develop their true potential.  Everything is underpinned by our Christian values of which we are proud. We inspire young minds by living out these Christian values every day.**  **Our vision and ethos of the school is based on the sermon of the mount, Matthew 5:14- 16; *“You are the light that gives light to the world. In the same way, let your light shine before others, live so thatthey may see your good works.”***  **We are children of the community and guided by Faith.**  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.  In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Berkley:   * Carefully ring fence the funding so that it is always spent on the targeted group of pupils. * Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels. * Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why. * Draw on research evidence (such as the EEF) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement. * Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount. * Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked. * Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. * Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants. * Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website. * Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning. * Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).   Below are just some of the processes and strategies employed by staff at Berkley First School to maximise progress and attainment for pupils eligible for pupil premium.   * Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school. * High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. As a strategic approach is taken all staff have professional respect for the school’s Pupil Premium Project and its outcome. * Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly. * Literacy support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning. * Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress. * The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events * Attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.   All staff at Berkley First School acknowledges that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally we are looking at the long-term picture to ensure that achievement gaps do not widen before the end of a key stage. Although we have a strong desire for all children to reach age related expectations on occasion and for some children this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Achieving ARE expectations in Reading, Writing and Maths |
| 2 | Making expected or above progress in Reading, Writing and Maths |
| 3 | Emotional health and wellbeing |
| 4 | Poor attitude towards learning and low aspirations |
| 5 | Cross over with SEND |
| 6 | Lack of extra enrichment opportunities at home |
| 7 | Attendance and lateness |
| 8 | Lack of parental engagement and support at home |

## 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.

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| Intended outcome | Success criteria |
| To help every child achieve their full potential in all areas of the curriculum. | * 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 * Children to have a positive self-image and to have improved emotional and mental wellbeing so children are ready to learn. |
| Increased attendance rates for pupils eligible for pupil premium to ensure they are in line with other pupils within the school and nationally. | * Attendance of all pupils to meet National Average removing the difference between Pupil Premium and Non-Pupil Premium and Parents to be more engaged with school activities both in school and at home. |
| 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. |
| 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. | * Pupil Premium Grant provision to be embedded across the school for all Pupil Premium children to track: intent, implementation and impact of provision. * 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 |
| 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 Pupil Premium children are making expected progress and book scrutiny to show that their knowledge and understanding in reading, writing and maths is developing and growing. |
| All staff will be aware of Pupil Premium children and will plan to ensure progress is made through quality first teaching and robust interventions. | * To ensure that all pupil premium children have access to consistently high quality teaching and learning across all subject areas. Where interventions are needed, teachers to plan these carefully. * Book Looks to show evidence of Quality First Teaching. * Planning Scrutiny to show evidence of Quality First Teaching. * Learning Walk to show evidence of Quality First Teaching. * APDR forms to show high-quality targeted interventions. * An increase in Pupil Premium children who are On Track + in Reading, Writing and Maths. * All children to make good progress in reading, writing and maths. * Clear progress from Baseline to KS1/KS2 * Staff to be aware of key groups and provide timely interventions and support to ensure rapid progress in reading, writing and maths. * Resources available to support teaching will be of a high quality and will help scaffold the learning. |
| For all vulnerable children to have access to our broad and balanced curriculum whilst fully engaging in all areas of school life. | * Themes to engage the interest of our vulnerable learners. * Learning resources readily available for all children. Where gaps in experience are recognised, * Teachers to consider and implement a range of pre-learning experiences and contexts that may need to be addressed to ensure children have full access to our curriculum. * For any vulnerably to not hinder a child’s school experience e.g. breakfast club, trips, residential etc. * Gaps in learning have been identified and addressed whilst ensuring new skills are embedded. |
| 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. | * Pupil Premium children to have access to extra curricula activities e.g. music lessons, trips, residential etc. |
| 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. |

## 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: £TBC

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1  2  3  4  5  6  7  8 |
| 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 such as phonics, dyscalculia and ILI. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1  2  3  4  5  6  7  8 |
| 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  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development> | 1  2  3  5 |
| Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture. | Children are exposed to a broad and balanced curriculum taught by highly knowledgeable adults and given wider opportunities for exploring arts and culture. | 1  2  4  6 |

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

Budgeted cost: £TBC

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of targeted interventions planned through Pupil Progress Provision Planning to support the catch-up of Pupil Premium children in Reading, Writing and Maths. | To deliver high-quality one to one and small group tuition as a catch up strategy.  <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf> | 1  2  4  5  6 |
| To provide a curriculum that excites and engages all our children but especially those who are disadvantaged. | We recognise that ‘maximising learning’ is key to maximising progress the children make. ‘Great teaching’ will ensure children make good progress. Engaged pupils will be more motivated to learn and make better progress as a result of their motivation.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching> | 1  2  3  4  5  6  7  8 |
| Pupil Premium 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 Pupil Premium children. | Improved attendance in school means that the children are in school at every possible opportunity to access their learning.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4  7  8 |
| Pupil Premium 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.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send> | 1  2  3  4  5 |
| Pupil Premium 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 6  8 |
| Pupil Premium 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1  2  3  8 |

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

Budgeted cost: £TBC

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotional Wellbeing workshops | Children to have a positive self-image and to have improved emotional and mental wellbeing so they are ready to learn.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1  2  3  4 |
| For children to have access to high quality reading resources and for the classroom environment to promote a love of learning to support children to have a real love of reading. | The Education Endowment Foundation states that ‘Language and literacy provide us with the [building blocks](https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching) not just for academic success, but for fulfilling careers and rewarding lives.’  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1  2  3  4  5 |
| Pupil Premium children are  engaged in all  aspects of school  life and in a wide range of experiential learning such as subsidising costs of  residential visits/  school trips and supporting access to holiday based bespoke activities. | The EEF Teacher Toolkit recognises that arts participation has a positive impact on disadvantaged children’s progress. | 1  2  3  4  5  6 |

**Total budgeted cost: £TBC**

# 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.

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| |  |  |  | | --- | --- | --- | |  | Made expected or above progress | Meeting Age Related Expectations or above | | % of child in receipt of pupil premium funding for Maths | 100% | 60% | | % of child in receipt of pupil premium funding for Writing | 80% | 20% | | % of child in receipt of pupil premium funding for Reading | 100% | 60% |   Pupil progress meetings continued to happen where we evaluated pupils’ progress and implemented strategies to meet their emotional and social needs.  Due to COVID the usual KS1 assessments could not take place. Therefore, it is not possible to verify comparative data to assess the overall impact of interventions that were put in place in 2019-2020 and in 2020-2021.  High quality Blended Learning arrangements through google classrooms promoted high levels of engagement with learning. |

## 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*

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| --- | --- |
| Programme | Provider |
|  |  |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We used the premium for TA support both in class (small group work, boosting confidence, supporting with social skills and encouraging independence) and for 1:1 interventions such as ILI. |
| What was the impact of that spending on service pupil premium eligible pupils? | The impact of this was our pupil in receipt of the service pupil premium made good progress both academically and socially. |