# 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 – 2024  |
| Date this statement was published | September 2021  |
| Date on which it will be reviewed | April 2022 and January 23 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Suzanne Thompson |
| 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 | £250 |
| 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 | £7,275.92 |

# 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).Our Aim is to use Pupil Premium funding to help us improve and sustain attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.We have used previous evaluations of what has worked in our school to inform how to spend the allocation grants. Lockdown has seen an increase in pupils’ emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. We have a staff member fully trained in ELSA and are also applying to have a mental health first aider in school. Our process will be responsive to both common challenges and our pupils’ individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.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.* 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.

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.  |

## 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 and Writing- gaps in knowledge post Covid.  |
| 2 | Language skills on entry to school are lower for pupils eligible for PPG than for other pupils; this slows reading and writing progress.  |
| 3 | Emotional health and wellbeing- Social, emotional and mental health needs have increased following the lockdown periods. This leads to poor engagement within lessons. |
| 4 | Poor learning stamina on entry to school/ concertation  |
| 5 | Cross over with SEND |
| 6 | Lack of extra enrichment opportunities outside of the home or no access to wider enrichment activities outside of the school community. |
| 7 | Lack of parental engagement in clubs offered, due to the cost or timings.  |

## 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 |
| Significant individual needs are identified and met early on, maximising inclusion and progress made through effective identification, referral, inclusive communication, responsive planning and resourcing Our school’s attainment in phonics as measured by the statutory Y1 phonics screening check is at least in line with national. | * Ensure all Pupil Premium children made good and/or sustained progress, developing excellent knowledge and understanding in reading, and writing considering their different starting points.
* Children to have a positive self-image and to have improved emotional and mental wellbeing so children are r.
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| Pupils to have an increased range of vocabulary by the end of year 1.  | * Oracy difficulties are identified early on through reception baseline assessment.
* Speech and Language sessions planned if required after identification
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| Children to have a positive self-image and to have improved emotional and mental wellbeing so children are ready to learn. Social, emotional and mental health needs are identified and children receive the support they need to be in the correct frame of mind to actively participate in their lessons. | * 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.
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| 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
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| 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.
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| For all vulnerable children to have access to our broad and balanced curriculum whilst fully engaging in all areas of school life. | * 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.
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| 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.
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| 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.
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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

Budgeted cost: £2023.86

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Whole school meetings**  | 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>  | 1234567 |
| **High Quality Teaching**Focused interventions driven by the needs of the children such as phonics, dyscalculia and ILI. | Staff will be clear and confident to target children appropriately. • Children who are disadvantaged and/or SEND will be clearly identifiedTo 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>  | 1234567 |
| **Phonic Training- high quality phonics**  | High quality first teaching evident in every classroomOver the three years we plan to train our TA’s and then purchase a new SSP programme. There is a substantial body of research to evidence the fact that a systematic and consistent approach to the teaching of reading ensures the best outcome for pupils. 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 pupilsPhonics | EEF (educationendowmentfoundation.org.uk) The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) EEF Teaching and Learning Toolkit - Parental Engagement. Parental engagement | EEF (educationendowmentfoundation.org.uk)<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development>  | 1235 |
| Children are exposed to a broad and balanced curriculum | Children are exposed to a broad and balanced curriculum taught by highly knowledgeable adults and given wider opportunities for exploring arts and culture. | 1246 |

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

Budgeted cost: 5,035.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Targeted Support** 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>  | 12456 |
| 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>  | 1234567 |
| 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>  | 47 |
| 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>  | 12345 |
| **Pupil Progress Meetings** *•*. | Dedicated time for professional dialogue regarding support needed.Intervention groups accurately identified | 6 |
| 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>  | 123 |

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

Budgeted cost: £100

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotional Wellbeing workshops led by IG sports  | 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>  | 1234 |
| Support in addressing complex family, social achievement, engagement with education, learning behaviours, attendance, confidence and selfesteem, resilience, sense of identity and belonging. | PFSA working with PP child in schooluse of new play therapist attending each week for sessions from the FLP team. Meetings with the SENDCO and teachers to share professional dialogue.  | 12345 |
| **Wider Curriculum** • All pupils have access to wider enrichment opportunities and activities. | The EEF Teacher Toolkit recognises that arts participation has a positive impact on disadvantaged children’s progress.Teachers to monitor the PP children. School to look at pupils who may want to be funded for particular clubs.  | 123456 |

**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.  |