

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium for the 2025-2026 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	Berrow Primary Church Academy
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 reviewed 3/9/25 Next review September 2026
Statement authorised by	Charlotte Bradley
Pupil premium lead	Kelly Hunt
Governor / Trustee lead	Julie Nichols

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£42,001
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this (2025-26) 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	£42,001

Statement of intent

At Berrow Primary Church Academy, we are committed to ensuring that every child has the opportunity to achieve their full potential, regardless of their background or

circumstances. We recognise the challenges faced by disadvantaged and vulnerable pupils and are dedicated to providing targeted support to help remove and address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary school outlines our commitment to equity, inclusion, and excellence in education.

Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.

The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially across all aspects of school life.

Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.

We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.

Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.

In conclusion, at Berrow, we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high expectations, and a commitment to excellence. By working collaboratively with families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can succeed through lighting up a love of learning.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils;
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium funding will be socially disadvantaged;
- We recognise not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged.

School Context

Berrow Primary School Academy is a small primary school located in the village of Berrow, which is nestled between Burnham and Weston Super Mare, in Somerset. We have 143 148 children on role from EYFS through to Year 6. We have single form classes Reception to Year 6. On site, we also operate a Little Learners Nursery for ages 2-4 years.

Ultimate Objectives

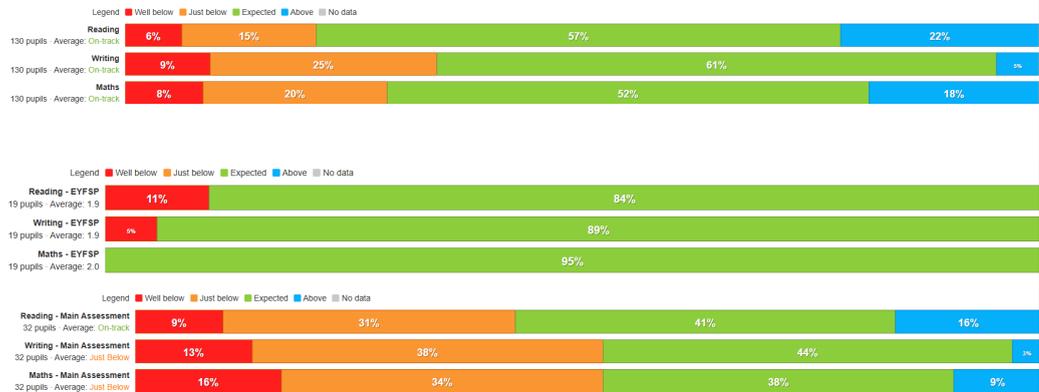
To narrow the gap between advantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age related expectations at the end of KS2 and subsequently helping them to achieve GCSEs in at least English and Maths.

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge																																							
1	<p>Outcomes: Lower-attainment across core areas (reading, writing, maths) from our disadvantaged learners.</p> <p>2025-2026</p>  <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>130 pupils - Average: On-track</p> <table border="1"> <tr> <td>Reading</td> <td>6%</td> <td>15%</td> <td>57%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>25%</td> <td>61%</td> <td>5%</td> </tr> <tr> <td>Maths</td> <td>8%</td> <td>20%</td> <td>52%</td> <td>18%</td> </tr> </table> <p>19 pupils - Average: 1.9</p> <table border="1"> <tr> <td>Reading - EYFSP</td> <td>11%</td> <td>84%</td> </tr> <tr> <td>Writing - EYFSP</td> <td>0%</td> <td>89%</td> </tr> <tr> <td>Maths - EYFSP</td> <td>0%</td> <td>95%</td> </tr> </table> <p>32 pupils - Average: On-track</p> <table border="1"> <tr> <td>Reading - Main Assessment</td> <td>9%</td> <td>31%</td> <td>41%</td> <td>16%</td> </tr> <tr> <td>Writing - Main Assessment</td> <td>13%</td> <td>38%</td> <td>44%</td> <td>5%</td> </tr> <tr> <td>Maths - Main Assessment</td> <td>16%</td> <td>34%</td> <td>38%</td> <td>9%</td> </tr> </table>	Reading	6%	15%	57%	22%	Writing	9%	25%	61%	5%	Maths	8%	20%	52%	18%	Reading - EYFSP	11%	84%	Writing - EYFSP	0%	89%	Maths - EYFSP	0%	95%	Reading - Main Assessment	9%	31%	41%	16%	Writing - Main Assessment	13%	38%	44%	5%	Maths - Main Assessment	16%	34%	38%	9%
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2	<p>Attendance: Our data indicates that attendance among disadvantaged pupils has been on average 4.5% lower than for non-disadvantaged pupils.</p> <p>2025-2026</p> <p>Summary of 114 Pupils ((from 2024-2025) who aren't disadvantaged)</p> <table border="1"> <tr> <td colspan="2">Attendance percentage</td> <td>15-18 days missed</td> <td>19+ days missed</td> </tr> <tr> <td>School</td> <td>95.4%</td> <td>6</td> <td>5</td> </tr> <tr> <td>National</td> <td>94.8%</td> <td></td> <td></td> </tr> <tr> <td>Local Authority</td> <td>94.5%</td> <td></td> <td></td> </tr> </table> <p>Summary of 35 Pupils ((from 2024-2025) who are disadvantaged)</p> <table border="1"> <tr> <td colspan="2">Attendance percentage</td> <td>15-18 days missed</td> <td>19+ days missed</td> </tr> <tr> <td>School</td> <td>90.9%</td> <td>4</td> <td>8</td> </tr> <tr> <td>National</td> <td>94.8%</td> <td></td> <td></td> </tr> <tr> <td>Local Authority</td> <td>94.5%</td> <td></td> <td></td> </tr> </table>	Attendance percentage		15-18 days missed	19+ days missed	School	95.4%	6	5	National	94.8%			Local Authority	94.5%			Attendance percentage		15-18 days missed	19+ days missed	School	90.9%	4	8	National	94.8%			Local Authority	94.5%									
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3	<p>Early Reading and Phonics Assessments, observations, and discussions with pupils indicate under-developed oral language skills, phonics and vocabulary gaps among many dis-advantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers</p>																																							
4	<p>Behaviour for learning: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to: lack of resilience, increase in mental health issues such</p>																																							

	as anxiety, speech and language difficulties, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Family engagement: Following the post-pandemic period, there has been a reduction in need however due to the practice in place at our school interventions/small group work has been planned for rather than a reactive measure. There is a mixture of practice in place including Forest School; speech and language; social and emotional support (including anger management; self-regulation work). Our continued investment (time and money) into the Nurture School Approach, including the addition of Parent and Family Support through the Trust PFSA has supported family engagement. Discussions with families have highlighted evidence of low aspirations, lack of cultural capital particularly in relation to enrichment activities and some evidence of a lack of family support. These challenges particularly affect our disadvantaged pupils and negatively impact upon their attendance and subsequent attainment.

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	Challenge Addressed
Over the next three years disadvantaged children are working at ARE in reading, writing and maths and prime areas in EYFS by the end of KS1. Disadvantaged children pass their phonics assessment in Year 1.	Over three years this gap will close in line with national data. At least 80% of disadvantaged children achieve intervention targets (non-SEND) where applicable. All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.	1,2,3
Over the next three years maths, reading and writing attainment for disadvantaged pupils at the end of KS2 will improve to at least the national average.	70% of disadvantaged children (non-SEND) are ARE. Increased number of disadvantaged children are working at ARE in maths. Increased number of disadvantaged children are working at ARE in maths.	1,2,3
Children will know more and remember more as a result of a broad and balanced curriculum. Wider curricular activities.	Children will have an increased understanding and experience of opportunities outside of school and their home environment. Children can draw on and apply their experiences through multiple areas of learning.	4,5

	Children will have an increased knowledge of the world away from their home.	
Disadvantaged children are more resilient. Emotional and behavioural barriers are impacting less on children's learning.	<p>Reduction in behaviour incidents.</p> <p>Increase in the amount of time in school.</p> <p>All disadvantaged children achieve intervention targets where applicable.</p> <p>All disadvantaged children achieve pastoral support plan targets where applicable.</p> <p>School will continue to signpost families towards early help.</p> <p>Teachers will use Nurture Approach (including assessments) which will inform planning.</p>	4,5
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Ensure attendance of all children including disadvantaged children is above National.</p> <p>The percentage of all pupils who are persistently absent being less than 8% and the figure among disadvantaged pupils being in line with their peers.</p>	1,2

Activity in this academic year 2025-26

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: £17,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintained staffing levels of teachers and support staff and high quality staff CPD is essential, including whole school staff meetings and INSET days. We work alongside the Boolean Maths Hub, Read Write Inc and Unlocking Excellence English Hub, as well as the continuation of Walkthrus and Instructional Coaching.</p>	<p>EEF principles.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 4, 5,</p>
<p>An embedding of an instructional coaching cycle that solidifies the bedrock of improvement in our QFT for all teachers. Moderation and QA across other primaries will be essential in maintaining high levels of expectations for all, in particular our most vulnerable children.</p> <p>Our individual school improvement plan priorities raising outcomes, inclusive teaching and engaging families - we will continue to dedicate 50% of PDM (Professional Development Meetings) to teacher coaching. This year support staff will be even more of a focus.</p>	<p>Ensuring an effective teaching team is in front of every class, and that every teacher is supported and encouraged to keep improving, is the key ingredient of a successful school and should rightly be a top priority of pupil premium spending.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</p> <p>https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in.what%20works%20best%20in%20implementation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1</p>

<p>Long-term investment (financial and time) to being a Voice 21 Oracy School. This programme supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life.</p> <p>Voice 21 is the national charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. Our three-year journey with Voice 21 will equip us as educators with the oracy expertise to transform our children's learning and life chances with and through talk. We are heading into our second year of Voice 21 focusing on talk tactics and oracy guidelines to ensure they are embedded throughout our three year journey.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p> <p>https://voice21.org/impact-report-2022-2023/</p>	3
<p>To support teaching and learning we have invested in a whole school approach to supporting social and emotional well-being (Nurture UK). We are delivering whole school training termly to continue to uphold these value and pastoral approach to support our children SEMH. Our Learning Mentor and Pastoral Team also work together across the school to help support and share best practice.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4,5

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school small group tutoring – targeted to fill gaps where required following on-going assessments</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1
<p>In-School Small Group Tutoring - targeted to fill gaps where required following on-going assessments</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 4, 5
<p>Copies of texts for all vulnerable children and curriculum support /breakfast club and after school club materials</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2, 4, 5
<p>Additional external agency involvement to support most vulnerable children e.g.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 3

Educational Psychologist/counselling/ involvement		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

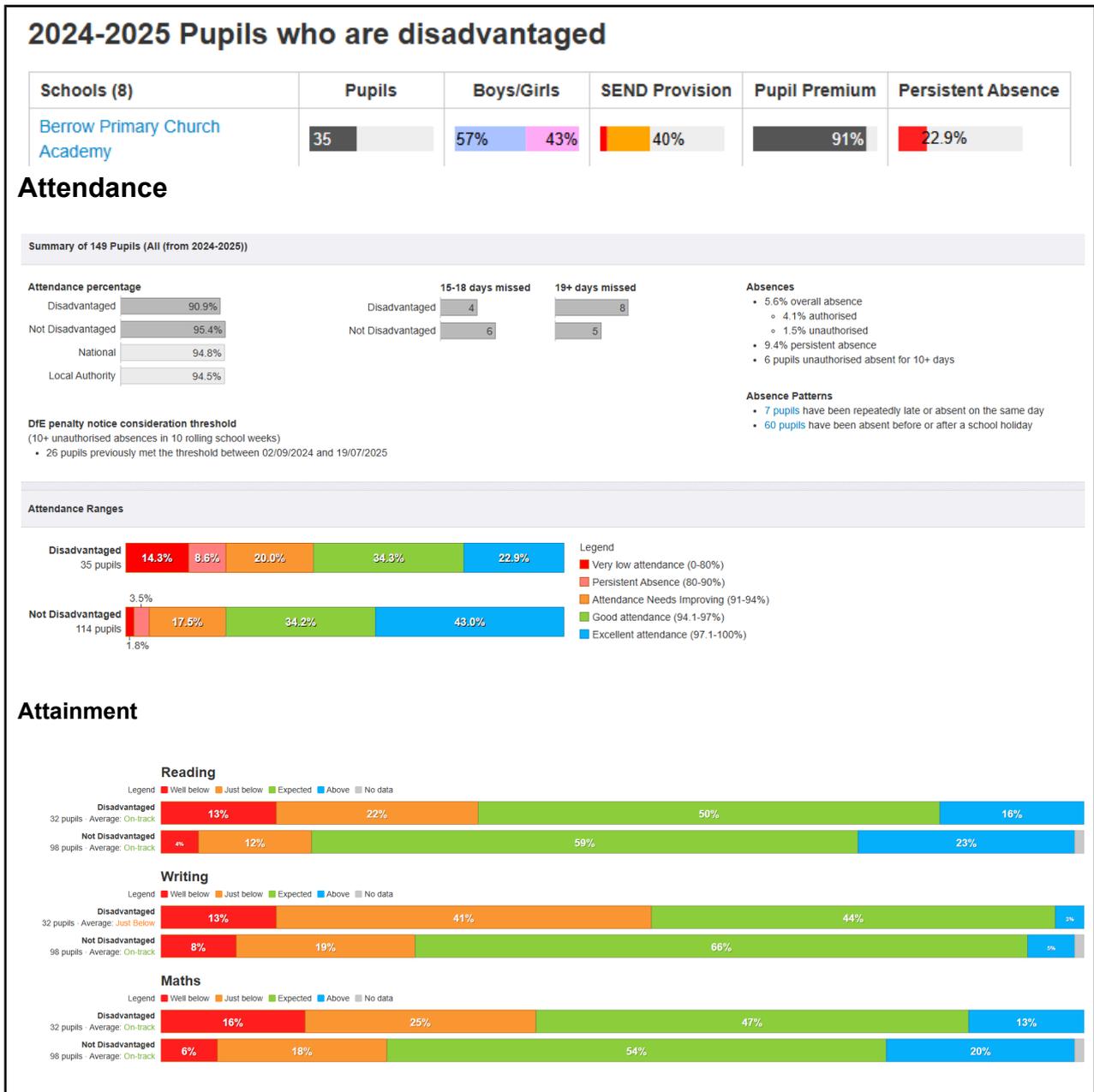
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>This year we will embed the Nurture Approach to support social and emotional wellbeing across the school.</p> <p>Continue and embed Pastoral support working with external agencies e.g. tuning into kids to help support our families as well as we do our children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 5
<p>Increase in arts participation across the school to develop the cultural capital of all. (Music lessons, arts festival, performances etc)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2, 5
<p>Designated staff to support specific needs and small groups in their social, emotional needs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	1, 2, 3, 5
<p>Lead practitioners in Nurture UK Approach, Senior Mental Health in Schools lead – facilitate and organise and implement wider-strategies such as lunchtime clubs, family liaison (PFSA), working with external agencies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	2, 5
<p>Breakfast Club and After-school clubs which include opportunities that are rich in the arts/drama/music will support building of cultural capital: raise aspirations and broaden experiences for all, but in particular our most disadvantaged children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2, 5
<p>Instrument hire and tuition with Somerset Music Service.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,5
<p>Trips, residentials, increase in arts participation across the school etc</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,4

Total budgeted cost: £42,001

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 **2024 to 2025** academic year.



Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	24	54%	Below	62%	30th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	24	0%	Below	8%	11th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	31	45%	At or above	~ 38%	69th
Phonics Screening Check	% of pupils passing in Year 1	16	88%	At or above	~ 80%	74th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	18	83%	At or above	~ 69%	92nd

2024-2025 Phonics - Pupils who are disadvantaged

School	Y1 Test	Y1/Y2 Test	Y2 Re-Test
Berrow Primary Church Academy			

2024-2025 EYFSP - Pupils in 7 schools, who are disadvantaged

School	EYFS GLD
Berrow Primary Church Academy	

2023-2024 Summer2 Main Assessment for Pupils who are disadvantaged

School	Reading	Writing	Maths	All At/Above Expected
Berrow Primary Church Academy				

2024-2025 Summer2 Main Assessment for Pupils who are disadvantaged, in

School	Reading	Writing	Maths	All At/Above Expected
Berrow Primary Church Academy				

Attainment of our disadvantaged children is improving especially in Maths and Reading, there is still room for improvement in all core areas however, particularly writing. This fundamentally comes down to securing the foundational skills. Although we are now three years away from the start of the pandemic, there was a great deal of absence from both children and staff as a result of the viruses (Covid and others) still being present. Attitudes and reactions towards illnesses are different since the pandemic and we continue to work hard to ensure children and families are safe in school. There was, however, significant progress in the teaching of phonics due to the embedding of Read Write Inc, improving attendance and increasing family engagement. This enabled all pupils to make good progress with stronger outcome at the end of KS1 and KS2 in 24/25 than previous years. Our GLD, PSC and MTC outcomes sit in line or above National Average.

However, an area for development is writing in across both key stages to ensure the best outcomes for children by the end of their primary phase. We aim to improve to ensure outcomes for both disadvantaged and non-disadvantage reaches in line with or above National average by the end of this plan.

We continue to use our safeguarding portal My Concern to enable all staff to report robustly and consistently any safeguarding concerns shared with the safeguarding team. This procedure enables safeguarding leads to track concerns more effectively and ensure needs are met more efficiently both within school and with external agencies.

We are very proud of the increasing positive engagement we have with our wider community. We will continue to work hard in this area.

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.