

## Pupil premium strategy statement Berrow Primary Church Academy 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	16% (24 children)
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	13/10/23
Date on which it will be reviewed	10/09/24
Statement authorised by	Charlotte Bradley
Pupil premium lead	Charlotte Bradley
Governor / Trustee lead	Nick Phillips (QE)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,000
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£250
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,250

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the challenges all our children face, but with a particular focus on our most disadvantaged. When deciding on the most impactful course of action to support our children, we utilised the wealth of research conducted by the Education Endowment Fund (EEF) to help us make the right choices.

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas of improvement across the school.

### 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 also recognise that 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 150 children on role from EYFS through to Year 6. We have one mixed aged class – Reception/Year 1 and five single form classes Year 2, 3, 4, 5 and 6.

### 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 thus helping them to achieve GCSEs in English and Maths.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Behaviour for learning</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to not have a curriculum for behaviour, behaviour not being addressed, bullying incidents not solved and a lack of enrichment opportunities to meet the needs of these children. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2	<p><b>Early Reading and Phonics</b></p> <p>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>
3	<p><b>Attendance</b></p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 92.58% and 1.62% lower than for non-disadvantaged pupils.</p>
4	<p><b>SEMH</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  <a href="https://post.parliament.uk/covid-19-and-the-disadvantage-gap/">(https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</a>            This has resulted in significant knowledge gaps leading)</p>
5	<p><b>Cultural Capital</b></p> <p>Discussions with families particularly post pandemic 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 attainment.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of all children including disadvantaged children is above 96% The percentage of all pupils who are persistently absent being less than 90%(2023 data) and the figure among disadvantaged pupils being in line with their peers
EYFS/Phonics and early reading	EYFS outcomes show that all including disadvantaged pupils meet at least a good level of development. Year 1 phonics outcomes show that 100% of all including disadvantaged meet expected standard. All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.
Progress in reading	KS2 reading outcomes show that 80% of all including disadvantaged pupils meet at least the expected standard.
Progress in RWM	KS2 outcomes are closer in line with national outcomes and better than 2023 Data (34%)
Improve the resilience, mental health and well being of the pupils and be able to support families where required.	Children and parents are more resilient and a robust attitude to learning and are more confident to experience new adventures.

## 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: £4257.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing levels of teachers and support staff and high quality staff CPD is essential, including whole school staff meetings and training days. We are part of the Boolean Maths Hub and Unlocking Excellence English Hub, we have invested in Walkthurs and Step lab. To enable staff to lead effectively they are released once a term to allow for	EEF principles. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2 ,4 ,5

subject development and subsequent training for others.		
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £30,739.66

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

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

Budgeted cost: £5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in arts participation across the school to develop cultural capital of all	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,3,4,5
Designated staff to support 1:1 and small groups in their social, emotional needs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a>	1,2,4,5

<p>A learning mentor trained in ELSA, Senior SEMH lead, PACE Behaviour, Social detectives and GIFT.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	<p>1,2,3,4,5,</p>
<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1,3,4,5</p>
<p>Trips, residentials, increase in arts participation across the school e</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p>	<p>1,3,4,5</p>

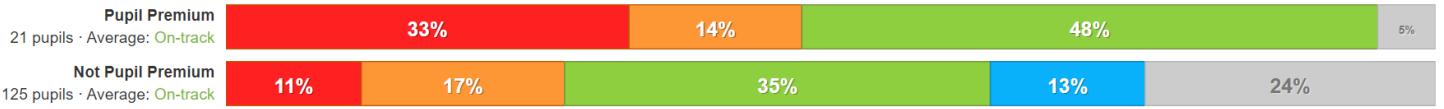
**Total budgeted cost: £ 39997.11**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

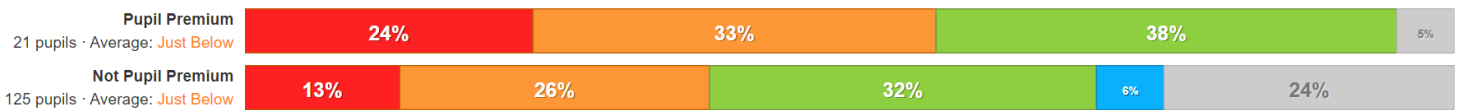
### Reading

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



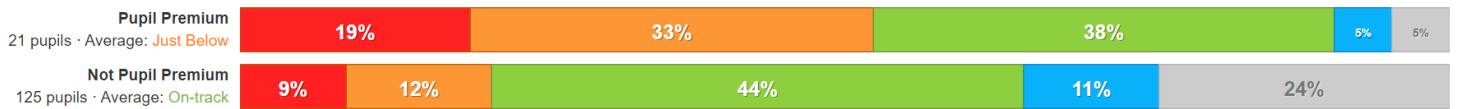
### Writing

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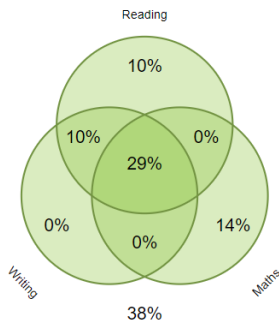
### Maths

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

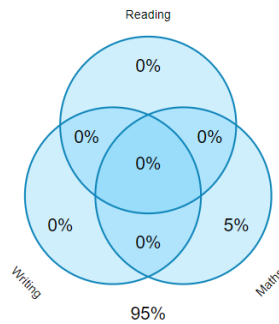


#### Pupil Premium

##### At/above expected

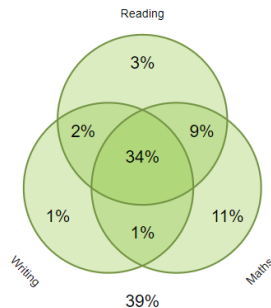


##### Above expected

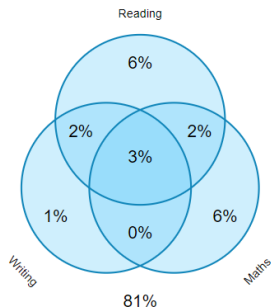


#### Not Pupil Premium

##### At/above expected



##### Above expected



BPCA	# pupils	Reading		Writing		Maths		Science	EYFS GLD	54 %
		EXS	GDS	EXS	GDS	EXS	GDS	EXS		
Year 1	22	68%	18%	55%	5%	96%	9%	100%	Y1 Phonics	86%
Year 2	27	63%	7%	56%	11%	71%	15%	82%	Y2 Phonics	80 %
Year 3	26	56%	16%	56%	4%	58%	13%	76%	Y4 MTC	12.375
Year 4	32	71%	16%	44%	3%	53%	3%	72%		
Year 5	24	54%	8%	38%	4%	71%	21%	79%		
Year 6	28	64%	7%	36%	0%	50%	14%	68%		

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
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.*