

Berrybrook Primary School

Pupil Premium Strategy Statement 2021-2024

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

Detail	Data
School name	Berrybrook Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Darryl Asbury (Executive Headteacher)
Pupil premium lead	Alistair Smith
Governor / Trustee lead	Mark Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,435
Recovery premium funding allocation this academic year	£17,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£183,270
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

Part A: Pupil premium strategy plan

Statement of intent

At Berrybrook, our ultimate objective and vision is to prioritise the skills our children, irrespective of their background or the challenges they face, need to excel in an ever developing and diverse world by creating a curriculum which:

- Builds on the knowledge pupils have retained over time and during the periods of school closure;
- Focuses on what knowledge and understanding needs to be deeply embedded into pupils' long term memory;
- Is implemented using a range of strategies which deepen children's knowledge and supports them to remember more, including preteach and overlearn;
- Makes obvious and meaningful links to real life and across the curriculum;
- Ensures all children achieve the best that they can with high expectations of all;
- Builds on our Core Values (Believe, Enjoy, Respect, Responsible, You can do it);
- Values each child as a unique individual;
- Develops independence, risk taking, resilience and self-confidence;
- Aids pupils to develop their mental health and wellbeing and use emotional intelligence to create and sustain stable and lasting relationships;
- Creates lifelong learners who continue through education;
- Helps children to become educated citizens;
- Equips pupils with the tools and knowledge to keep themselves safe and seek support when they need it;
- Encourages ambitions and aspirations;
- Gives children a breadth of experiences, knowledge and understanding of the possibilities that are available to them in the world and enjoy life.

In order to work towards achieving these objectives, the Pupil Premium Strategy will set out how funding will be used to ensure that disadvantaged children are supported to make at least expected progress and to close the disadvantage attainment gap. This will be achieved by ensuring pupils receive high quality first teaching and that assessment is used effectively to inform required interventions (including pre-teach and overlearn) to ensure pupils are able to use their previously learnt skills to enable subsequent learning. The strategy will work in conjunction with the School Improvement Plan to consider the challenges faced by and support the needs of all vulnerable pupils, regardless of whether they are in receipt of pupil premium or not

The key principle of the strategy and the school as a whole is to ensure that all pupils receive a broad and balanced curriculum based on the needs of the community and the effects of the Covid-19 pandemic. Leaders and staff work hard to ensure that pupils always receive high quality first teaching which is reactive to the needs of the pupils and has high expectations of all. Senior leaders and subject leads ensure that learning is

progression, with assessment and data being regularly analysed to ensure that pupils receive focused extra support where needed.

Inspirational and real-life experiences are an essential part of the curriculum at Berrybrook, enabling pupils to put their learning into context and understand the reasons for learning specific skills and knowledge ready for the future. In addition, SEMH and wellbeing are high on the agenda for all pupils, including those who are disadvantaged, with the curriculum designed to not only support pupils' mental health and wellbeing now but to give tools and techniques they throughout their lives. Finally, from assessment and observations, leaders are aware that children enter EYFS with low language and communication skills; therefore, there is a focus on oracy and vocabulary throughout the whole curriculum in order to support the development of all pupils' verbal and written language and communication.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Attendance and Lateness</i></p> <p>Attendance and persistent absence/ lateness effect on pupils' learning due to lost learning time. Although the attendance for 2019-20 was an improvement on previous years, the school did not reach the national average of 96%. Attendance is a priority on the SIP.</p> <p>Attendance data from 2019-20 showed that attendance of disadvantaged pupils was 91.6%, 4% lower than non-disadvantaged pupils at 95.6%. Although this was an increase from 91% in 2018-19, the gap between disadvantaged and non-disadvantaged pupils' attendance had widened from 3%.</p>
2	<p><i>SEMH and Wellbeing</i></p> <p>Observations and discussions with pupils and families have identified social and emotional issues for an increasing amount of pupils, with many cases being heightened due to school closures.</p> <p>21% of the pupils on the SEND register (10 pupils) have the primary area of need of Social, Emotional and Mental Health.</p>
3	<p><i>Low level of Early Language and Vocabulary Deprivation</i></p> <p>Baseline assessments when children enter the school at EYFS show low levels of early language and communication deprivation. Currently, 21 out of the 48 children on the SEND register have Speech, Language and Communication as their primary area of need.</p>
4	<p><i>Gaps in Education Caused by Covid-19 Pandemic</i></p> <p>Assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	<i>Writing Attainment and Stamina</i> Due to the Covid-19 pandemic and school closures, assessments show that pupils' stamina for writing and progress towards their Age Related Expectations have been effected.
6	<i>Lack of Real-Life Experiences and Inspirational Moments</i> Through observations, discussions and knowledge of the community we serve, school is aware of the lack of real life and inspirational experiences that the children generally gain outside school. This has been heightened by the Covid-19 pandemic.

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
School attendance raises to meet national averages.	School attendance is in-line with national average with the attendance gap between disadvantaged and non-disadvantaged pupils decreasing.
Pupils are on time for school and lateness is reduced.	Pupils are on time for school and missed learning time is reduced.
Pupils' understanding of SEMH is developed through an environment which promotes and supports wellbeing.	Pupils have a greater understanding of their own mental health and how to support their wellbeing.
Strategies put in place improve pupil's low levels of early language and communication.	Pupils effectively use a wide variety of written and spoken vocabulary.
Gaps in learning due to the impact of the Covid-19 pandemic have narrowed.	Pupils show accelerated progress in order for gaps in learning to narrow.
Pupils make at least expected progress towards their Age-Related Expectations.	Pupils show accelerated progress and are closer to achieving ARE in writing.
Pupils Cultural Capital is developed through real life and inspirational experiences.	Pupils have a more developed Cultural Capital and are able to relate learning to real life.

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: £18,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD- School	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF (2021) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4, 5
Internal CPD- PHMAT		2, 3, 4, 5
External CPD (inc. SLA)	‘There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years’ progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (William 2016 and Timperley et al) thus having the potential to improve the life chances of all students.’ https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools After examining recent studies of successful CPD models that report student learning gains, Linda Darling-Hammond et al (2017) found ‘seven common design elements of these effective PD approaches. 1. They are content focused. 2. They incorporate active learning strategies. 3. They engage teachers in collaboration. 4. They use models and/or modeling. 5. They provide coaching and expert support. 6. They include time for feedback and reflection. 7. They are of sustained duration.’ https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf	2, 3, 4, 5

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

Budgeted cost: £128,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions/ Booster Sessions	<p>Research by the EEF Toolkit has suggests that ‘Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.’</p> <p>‘The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months)’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3, 4, 5
1:1 tutoring during the school day	<p>The EEF states that ‘Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.’</p> <p>‘Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months).’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3, 4, 5
Speech and Language Interventions (e.g. Talking Partners, NELI, Wellcomm)	<p>EEF The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Impact in early years (+7 months) and primary schools (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3

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

Budgeted cost: £36,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Fridays, Assistant Educational Psychologist support, Learning Mentor support	<p>According to a 2017 NHS study, 'Mental Health of Children and Young People in England', 'One in eighteen (5.5%) preschool children were experiencing a mental disorder around the time of the interview in England in 2017. Boys (6.8%) were more likely than girls (4.2%) to have a mental disorder' and importantly 'that Preschool children living in the third of households with the lowest income were more likely to have a mental disorder (8.9%) compared to preschool children in households with higher income (4.0%). Rates of mental disorders were also higher in preschool children who lived with a parent in receipt of benefits related to low income and disability (10.4%).' The study also found that 'Girls living in households with the lowest income were four times more likely to have a mental health disorder (7.0%) than girls in households with the highest income (1.7%).'</p> <p>https://files.digital.nhs.uk/A5/B0F9A8/MHCYP%202017%20Preschool.pdf</p>	2
Educational Welfare Officer support	<p>'Overall the analysis shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases. When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been shown to have a statistically significant negative link to attainment.'</p> <p>DFE (2016) - The link between absence and attainment at KS2 and K</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdfS4</p>	1
Attendance prizes/ awards		1
Inspirational Moments (e.g. Educational Visits, Activity Days, Visitors)	The Indices of Deprivation shows that in 2019 Berrybrook's LSOA was ranked 2179th out of 32,844 LSOAs in the country, meaning the school is amongst the 10% most deprived neighbourhoods in the country. Wolverhampton as a whole is also ranked 19 th out of 317 Local Authorities in the country.	6
Family Support Worker support and Parental Engagement	<p>The EEF Toolkit indicates that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)</p>	1

	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
Purchase Resources	<p>'...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.'</p> <p>DFE Use and perceptions of curriculum support resources in schools Research report - July 2018 CooperGibson Research</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf</p>	2, 4, 5

Total budgeted cost: £183,270

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.

Although the Covid-19 pandemic meant that schools were closed to most pupils for a period of time, this actually meant that there was an increased amount of time for staff CPD, especially around how to facilitate effective and high quality remote learning. Both internal and external methods of CPD were used both during lockdown and whilst schools were fully open, with a great deal of work being done with the PHMAT consultants and learning networks. CPD was also undertaken through the Local Authority and from subject leads within school. All these forms of CPD helped to enable the staff at Berrybrook to ensure that high quality first teaching was provided both virtually and face to face, with internal monitoring in the summer term 2020-21 showing that all teaching was at least Good, with some Outstanding.

Through the teaching of Reading, the use of Accelerated Reader and targeted interventions, the school's provision of reading has developed since the start of the previous Pupil Premium Strategy and internal data and assessments showed an increase (despite the pandemic) in the number of pupils leaving Year 6 at age-related expectations, with 65.6% of pupils achieving age-related expectations in 2020-21, compared to just 57.6% in 2018-19.

An area which will continue to be a focus on the next Pupil Premium Strategy is the need for real-life and inspirational moments as, due to the Covid-19 pandemic, the ability for pupils to go on educational visits or learn from visitors in school was greatly hindered. Although staff worked hard to ensure pupils still understood the real-life context of learning and had the opportunity to experience inspirational moments in school, these were not as effective as the opportunities pupils are able to have during 'normal times'.

Another area which will continue onto the next Pupil Premium Strategy is SEMH and wellbeing. Although pupils have continued to be supported throughout the year (when school was fully open and during lockdowns), the leaders at Berrybrook and PHMAT feel that the full impact of the Covid-19 pandemic on pupils' mental health and wellbeing is yet to be determined. However, due to the ongoing support of pupils' mental health and strategies taught, the need for pupils to use of the school 'Wellbeing Room' has decreased over the last 12 months.

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