

Pupil premium strategy statement Berger Primary School

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	452
Proportion (%) of pupil premium eligible pupils	47.6%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	12/12/23
Date on which it will be reviewed	1/07/23
Statement authorised by	Yusuf Gleason
Pupil premium lead	Julie Barry and Ruth Thomas
Governor / Trustee lead	John l'Anson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,820
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15,718
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
Total budget for this academic year	£312,538

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We have a sharp focus on the challenges faced by vulnerable pupils. The activity we have outlined in this statement addresses the needs of our disadvantaged children and, by-proxy, all children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for educational progression.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what all pupils can achieve

Challenges

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

Challenge number	Detail of challenge
1 Phonics	Low attainment in KS1 Phonics. The proportion of pupils meeting the phonics expected standard in Year 1 (63%) was significantly below national (79%). Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater

	<p>difficulties with phonics than their peers. This can negatively impact their development as readers.</p>
2 Speech and language	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged 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>Internal and external assessments indicate that reading attainment among disadvantaged pupils is somewhat below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year, 77% of our disadvantaged pupils arrived below age-related expectations compared to 50% of other pupils.</p> <p>Data from 2023 shows that, for children meeting expected in KS1, the gap between disadvantaged pupils and their peers was 9%. In KS2 it was 12%.</p>
4	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year, 74% of our disadvantaged pupils arrived below age-related expectations compared to 46% of other pupils.</p> <p>Data from 2023 shows that, for children meeting at least expected in KS1 writing, the gap between disadvantaged pupils and their peers was 6%. In KS2 it was 10%</p>
5	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last year, 55% of our disadvantaged pupils arrived below age-related expectations compared to 30% of other pupils.</p> <p>Data from 2023 shows that, for children meeting at least expected in KS1, the gap between disadvantaged pupils and their peers was 18%. In KS2 it was 13%</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	Target
<p>1 Attainment in Phonics. To increase the number of PPG children meeting the expected standard in Phonics by the end of Year 1.</p>	<p>For 70% of the entire cohort to pass the PSC this year For 50% of PPG pupils to pass the PSC this year 33% SEN in the cohort adds an additional level of challenge.</p>
<p>2 Progress in Reading</p>	<p>75% of PPG pupils achieving the expected standard in Reading. <i>(52% of PPG pupils achieved expected standard in reading in Year 3)</i> 22.2 % of PPG pupils achieving greater depth in Reading. <i>(7% of PPG pupils achieved greater depth in reading in Year 3.)</i> (Last year national for all was 73%. Last year 67% of Berger PPG pupils achieved expected.)</p>
<p>3 Progress in Writing</p>	<p>72.2% of PPG pupils achieving the expected standard in Writing. <i>(34% of PPG pupils achieved expected standard in writing in Year 3)</i> 19.4% of PPG pupils achieving greater depth in Writing. <i>(7% of PPG pupils achieved greater depth in writing in Year 3.)</i> (Last year national for all was 71%. Last year 73% of Berger PPG pupils achieved expected.)</p>
<p>4 Progress in Maths</p>	<p>72.2% of PPG pupils achieving the expected standard in Maths. <i>(31% of PPG pupils achieved expected standard in maths in Year 3)</i> 19.4% of PPG pupils achieving greater depth in Maths. <i>(8% of PPG pupils achieved greater depth in maths in Year 3.)</i></p>

	(Last year national for all was 73%. Last year 77% of Berger PPG pupils achieved expected.)
5 RWM Combined	58.3% of PPG pupils achieving the expected standard in RWM combined. (17% of PPG pupils achieved expected standard in RWM combined in Year 3) 13.9 % of PPG pupils achieving the expected standard for RWM combined. (0% of PPG pupils achieved greater depth in RWM combined in Year 3.) (Last year national for all was 59%)

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: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Lead to deploy and organise adults and resources, deliver weekly CPD and support, parental engagement and support and monitoring activities.</p> <p>SENDCO time and SEND TALAs to adapt teaching for SEND pupils</p> <p>6 teachers</p> <p>7 additional adults</p> <p>Weekly training meeting 30 minutes for all KS1 staff</p> <p>Topping up and replacing books and other resources needed.</p>	<p>EEF</p> <p>OFSTED research review</p> <p>PISA/OECD</p>	<p>1 Phonics and 2 Reading</p>

Repeating Pobble online moderation system through HLT to continue to develop teachers' confidence and ability in moderating writing. Staff meeting CPD with writing lead 8 weeks planning support CPD for Year 3 and Year 5 teachers to plan exciting writing to engage all learners	Recent STA guidance reiterated the importance of school to school moderation. Pobble's online tool is approved for use by the STA.	3 Writing
Continued CPD for Maths lead +2 other teachers through Maths Hub Bitesize Maths Mastery CPD delivered in phase meetings by Maths lead to all teaching staff	EEF - Mastery	4 Maths
CPD for class teachers on greater depth including staff meetings and opportunities for peer observation.		All
CPD for TALAs 8:30 -8:50 - led by SENDCO - varied topics	EEF - Teaching Assistant Interventions	

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

Budgeted cost: £291,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics groups across Y1+2 Interventions for children falling behind in 1+2 Interventions in Y3	EEF OFSTED research review PISA/OECD	Phonics
Play therapist for children who need individual support RUN to provide personalised support for students at risk of exclusion or struggling with their wellbeing.	EEF - Social and emotional learning	AllDaily
Daily writing groups for Y6. Small group intervention.	EEF - Small groups	3 Writing
Daily targeted spelling/handwriting interventions from TALAs across all year groups (additional catch up groups run by a teacher in Y6)	EEF - Small groups	3 Writing

Daily multiple small focus maths groups across all year groups - with support staff and qualified teachers	EEE - Small groups	4 Maths
One to one tuition for upper KS2 with maths tutor	EEE - One to One	4 Maths

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

Budgeted cost: £80,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupil well-being - Close monitoring of wellbeing and behaviour in weekly SLT / Learning mentor wellbeing meetings and using CPOMs in order to identify and address issues early.	EEE - Behaviour interventions	All
Attendance - Review of attendance policy, strategies for improvement and monitoring activities. Introduction of new punctuality and attendance awards.	DFE - attendance and attainment	All
Supporting pupil well-being - Creative day - allowing pupils to engage with the curriculum through Music, Dance, Art and PE	EEE Arts Participation Research	All

Total budgeted cost: £ 381,835

Part B: Review of the previous academic year

Review: Aims and outcomes for disadvantaged pupils 2022-2023

Aims	Outcome
<p>1. Oral language and vocabulary improves</p> <p>Success Criteria: Children with delay or interventions needed reduces (SALT Report)</p>	<p>Accelerated learning through Language for Launchpad enabled children in Reception to jump from red (significant language needs) to green (age appropriate language) scores with 58% of children starting as red in September finishing with only 29% red in July with a marked increase of children with age-appropriate skills (green) increasing from 26% to 42% across the year. Children have made significant progress over the year, finishing July 2023 with the highest percentage of children scoring green (age- appropriate language and communication skills). Progress across the cohort demonstrates the effectiveness of weekly small group sessions as well as whole class teachings.</p>
<p>2. Improvement in Phonics</p> <p>Success Criteria: Achieve at least national average expected standard in PSC</p>	<p>38 children in Year 1 passed the screening test = 63% which is below the national average of 79% but an improvement on 2022 which was 60%</p>
<p>3. Decrease the attainment gap between PPG and non PPG in KS2 maths.</p> <p>Success Criteria: Reduce percentage gap to below 15% in KS1 and below 12% in KS2.</p>	<p>In KS2: 77% of PPG children achieved expected. 90% of non-PPG children achieved expected. The percentage gap was 13%.</p> <p>In KS1: 59% of PPG children achieved expected. 77% of non-PPG children achieved expected.</p>

	The percentage gap was 18% .
<p>4. Continue to decrease the attainment gap between PPG and non PPG in reading.</p> <p>Success Criteria: Reduce percentage gap to below 5% in KS1 and KS2.</p>	<p>In KS2, 67% of PPG children achieved expected. 79% of non-PPG children achieved expected. The percentage gap was 12%.</p> <p>In KS1, 71% of PPG children achieved expected. 62% of non-PPG children achieved expected. The percentage gap was 9%.</p>
<p>5. Continue to decrease the attainment gap between PPG and non PPG in writing.</p> <p>Success Criteria: Reduce percentage gap to below 8% in KS1 and KS2.</p>	<p>In KS2, 73% PPG children achieved expected. 83% of non-PPG children achieved expected. The percentage gap was 10%.</p> <p>In KS1, 61% PPG children achieved expected. 55% of non-PPG children achieved expected. The percentage gap was 6%.</p>
<p>6. Wellbeing continues to be closely monitored and improved due to monitoring and interventions</p> <p>Success Criteria: Evidence of improvement in wellbeing in children's wellbeing survey in July - all children registering between 3-5 on the Stirling Wellbeing scale</p>	We are undertaking the children's wellbeing survey this term (November 2023).

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