



Pupil premium strategy statement - Berewood Primary School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------|
| School name | Berewood Primary School |
| Number of pupils in school | 415 |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Megan Carter |
| Pupil premium lead | Sally Nelson |
| Governor / Trustee lead | Sharon Corbett |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £186,410 |
| 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 | £186,410 |



Part A: Pupil premium strategy plan

Statement of intent

At Berewood Primary School our pupils from disadvantaged backgrounds make up 34% of our school community and each and every one of them is precious to us. All children are entitled to full access to the curriculum and every member of the school should feel equally valued.

Many of these pupils have additional barriers to learning, with 29% of this group also featuring on the SEN register.

We intend for all of our pupils from a disadvantaged background to leave Berewood Primary School as confident individuals who are the best person they can possibly be. We aim for them to read fluently and widely, forming opinions on books and authors. To write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences.

They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to feel successful.

Our key principles within the strategy are to;

- Ensure quality first teaching for all of our pupils
- Provide an ambitious curriculum for all learners
- Ensure as many barriers to learning are removed, building pupil confidence and resilience



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Multiple barriers to learning. 42/142 are on the SEN Register. 13/142 are on the SEN Monitoring list. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 3/10 children in Year R are in the lowest 20% of the cohort for phonics 4/12 children in Year 1 are in the lowest 20% of the cohort for phonics |
| 3 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures (during the 2020-2022) to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in maths. |
| 4 | Our attendance data for academic year 2023-2024 was 94.54% for all students (95.55% for non-disadvantaged; 91.97% for disadvantaged) Of all the pupils persistently absent (56 pupils), 55% (31 pupils) have been disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for | KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. |



| | |
|---|---|
| <p>disadvantaged pupils at the end of KS2.</p> | |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • consistent use of the Thrive curriculum to support individuals and whole classes meet their needs through regular specific activities. • whole training for The Empowerment Approach, Kit Messenger |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 8-9% and the attendance gap between non-disadvantaged and disadvantaged will be less than 2% (currently 3.58%) • the percentage of all pupils who are persistently absent being below 10% (currently 13.46%) and the figure among disadvantaged pupils being less than 1% lower than their peers (7.45% non-disadvantaged compared to 6% disadvantaged). |



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: **£120,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2 |
| <p>Continue to embed and secure effective teaching of DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.</p> | <p>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 pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>We will also work across the Coastal Plain Network to ensure Phonics teaching and learning is monitored and improved with support from outside professionals.</p> | 2 |
| <p>Enhancement of our maths teaching and curriculum</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p> | 1, 3 |



| | | |
|--|---|---------|
| <p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | |
| <p>Improve quality of planning and teaching of the wider curriculum and provide enrichment opportunities.</p> | <p>Curriculum adaptation and enhancement is core to the work of school improvement. It is valuable to look for ways of reinforcing key knowledge and skills across the curriculum, capitalising on any crossover between topics and subjects where appropriate.</p> <p>1. High-quality teaching EEF</p> | 1, 2, 3 |
| <p>Improve the quality of social and emotional (SEL) learning through our PSHCE curriculum</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 1 |

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

Budgeted cost: **£40,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of books or a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3 |
| <p>Additional phonics intervention sessions</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact</p> | 2 |



| | | |
|--|--|-------|
| targeted at disadvantaged pupils who require further phonics support. | on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Teachers and Teaching Assistants to provide one-to-one or small group tuition to identified children | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition EEF | 1,2,3 |

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

Budgeted cost: **£26,410**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on the Empowerment Approach with the aim of developing our school ethos and improving behaviour and wellbeing across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for AHT to develop and implement new procedures. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| Emotional literacy support, Thrive Intervention and Counsellor support to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | The average impact of successful ELS interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully | 1, 4 |



| | | |
|------------------------------------|--|-----|
| | <p>monitor the efficacy of approaches in their own settings. Alongside academic outcomes, ELS interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF</p> | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £186,410



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 2023 to 2024 academic year.

Improvements and increased focus on Quality First Teaching and feedback has been re-established across the school. Members of SLT provided support and training for colleagues through PDMs and the impact was monitored by lesson observations and performance management cycles. As a result, all children, including those in receipt of PPG, are supported well within lessons and are able to access quality teaching and learning. This is evidenced by the fact that majority of children make at least expected progress from their starting point and where this is not the case, children are referred for further support through access to outside agencies and school commissioned support.

Little Wandle SSP has now been in place for 2 full academic years. With support from the English Hub, our phonics provision has been audited. Training by the Reading Lead takes place regularly and teachers and teaching assistants' access online training and guidance videos on the Little Wandle website to ensure CPD and clear understanding of the pedagogy surrounding the scheme. All children receive a consistent approach to the teaching of phonics and although their Phonics Screening results did not meet target (largely due to change in staffing mid-year), their heat maps show their knowledge of GPCs is improving. Through support from within the Trust, we are confident that we will see an acceleration in progress and outcomes on PSC.

A focus on clear Learning Objectives, Success Criteria and curriculum development has remained a whole school priority in order to improve attainment and standards for all pupils including those in receipt of PPG. Members of SLT and subject leaders have provided support and training for colleagues through INSET and PDMs so that the curriculum experienced by the children is focused on learning (not doing) clearly sequenced and allows children to build on previous learning experiences. Early reading development and quality texts sits at the heart of the curriculum in order to improve outcomes for all children. Our curriculum development journey is ongoing and will continue through next academic year.

2 HLTAs completed NELI training and supported children in Year R-2 with Early Language teaching. This was a mixture of 1:1 and small group regular intervention. Data shows that the children taking part in the intervention made an average increase in standardised score of 7.9 from the start to the end of the intervention.



After school booster sessions were held for Year 6 children, including those in receipt of PPG, as a short term intensive programme to help revise key learning in maths and fill gaps on the lead up to SATs. Although the total number of pupils received >100 scaled score did not meet the National Average, 4 pupils in both Reading and Maths achieved 99 and made significant progress from their start of year baseline.

Our Inclusion Hub has continued to develop and is partially funded through the PPG. A new AHT was appointed this year and works closely with the Pastoral Lead and SENDCo to ensure children are ready to learn and ensure our families have access to basic needs and support – this will continue to be a priority and an invaluable support for many of our most vulnerable children and families. Since our AHT has taken on the lead with attendance, more secure protocols and procedures are now in place and will begin having a positive impact on overall attendance and decrease the number of persistent absentees. This team plays an active role in Early Help Assessments, accessing outside agencies and safeguarding children. This support means that despite vulnerabilities and difficulties, all children continue to access learning within the classroom.

Externally provided programmes

| Programme | Provider |
|--------------------------------------|---|
| Counselling support / Family Support | Local school contracted counsellors Local authority support networks |



Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we looked at why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the nationally available data to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at information about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.