

Pupil premium strategy statement

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	The Berkeley Academy
Number of pupils in school	451 461 395 + 48 nursery
Proportion (%) of pupil premium eligible pupils	9.7% 9.8% 11.3% (10.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 2023- 24 2024 – 2025 2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S.L.Gohr
Pupil premium lead	S.L.Gohr / C.Edwards
Governor / Trustee lead	L.Rowlands

Funding overview

Detail	Amount
Total School Led tutoring and Pupil premium funding allocation this academic year	£58 435 £63 640 £70,720

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	£58 435 £63 640 £70,720

Part A: Pupil premium strategy plan

Statement of intent

At The Berkeley Academy, we believe every child is unique and special. Our ambitious curriculum, high expectations and reflective approach ensures all children thrive and succeed. All members of staff, governors and teaching assistants accept responsibility for all pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

Knowing our families and children well is at the heart of what we do. Effective analysis of data and diagnostic assessments enable leaders to plan appropriate interventions to enable all children to maximise their potential. Leaders have high aspirations for all children and recognise the support needed for those in receipt of Pupil Premium funding. The standards of teaching children receive will be of a consistently high standard and our key curriculum drivers will support fully achievement.



In order to meet the above requirements, the Governing Body of The Berkeley Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our main objectives include:

- To remove barriers for our pupil premium children to ensure that they succeed academically and socially.
- To ensure our pupil premium children achieve the same academic expectations as others.
- To close the gap between our pupil premium / non-pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Achievement across the curriculum</p> <p>Children in receipt of pupil premium are not reaching the same level of academic achievement as their peers in the core subjects – reading, writing, maths and SPaG. There is inconsistent progress and attainment. Children need to be supported to remember more and therefore learn more.</p>
2	<p>Fluency and Stamina</p> <p>Assessment data and monitoring indicates that fluency and stamina in reading and maths is a barrier to learning. Some children have limited vocabulary and exposure to experiences and events which can be a barrier to the wider curriculum.</p>
3	<p>Pupil Premium and SEND VIPs</p> <p>A number of our pupil premium pupils have a recognised Special Educational need. Adaptive teaching and the impact of cognitive overload for our disadvantaged / SEND children is an area which needs to be considered through high quality first teaching. This does also affect self-esteem and levels of independence.</p>
4	<p>Personal Development & Well Being for our families</p> <p>Supporting children and families to identify and manage their emotions is a vital life skill which will allow children to be focused, regulated and make progress. By supporting families with this at home, we can encourage children to enter school ready to learn.</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 improve attainment in core subjects for our disadvantaged children so that they achieve at least in line with their peers.	<ul style="list-style-type: none"> ✓ The quality of teaching for our pupil premium children accelerates progress and is of a consistently high standard ✓ In year data shows a year on year increase for children reaching the expected standard.

	<ul style="list-style-type: none"> ✓ In year data shows a year on year increase for children reaching their 'uplift' value. ✓ End of Key Stage data shows our pupil premium children achieving in line with national pupil premium figures. ✓ All children in Year 6 can read fluently before they leave The Berkeley Academy. ✓ Vocabulary mapped out for each unit of work ✓ FFT reading diagnostic used to identify specific barriers and create targeted intervention. ✓ Little Wandle reading fluency assessment and programme. ✓ Early identification of need in EYFS allows for greater support.
<p>To ensure that our teaching is equitable for our most disadvantaged children.</p>	<ul style="list-style-type: none"> ✓ Consistently high-quality teaching is in place and all staff know who the pupil premium children are and what their primary needs are. ✓ Teaching is adapted according to the needs of our pupil premium children. ✓ Pupil premium children can demonstrate that they are learning more and remembering more. ✓ End of year data demonstrates accelerated progress being made which means disadvantaged children are in line with their peers academically (non PP) ✓ End of Key Stage/EYFS data for pupil premium children is at least in line with national figures. ✓ Teachers use an equitable menu of strategies to support PP children in overcoming barriers to all areas of school life including attending trips/visits, engaging with reading and homework and forming strong, lasting relationships with peers and adults. ✓ Phased Leaders monitoring specifically the most vulnerable and support staff in closing the gap through appropriate adaptations being made.
<p>To improve emotional regulation of children both in school and at home.</p>	<ul style="list-style-type: none"> ✓ Zones of Regulation programme is launched with staff, children and parents. ✓ Weekly Zones of Regulations assemblies help support children's emotional literacy. ✓ A common language is used across the school to identify emotions.

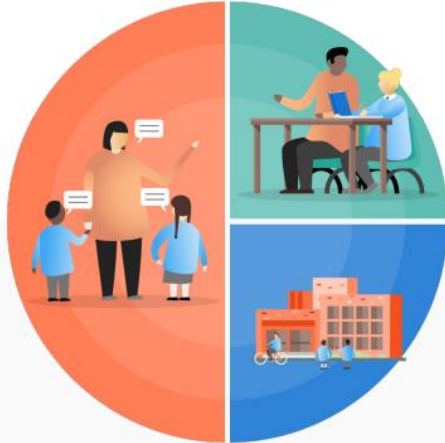
	<ul style="list-style-type: none"> ✓ Children are aware of the strategies that work for them and are beginning to use them. ✓ More detailed intervention is offered to those children who would benefit from it.
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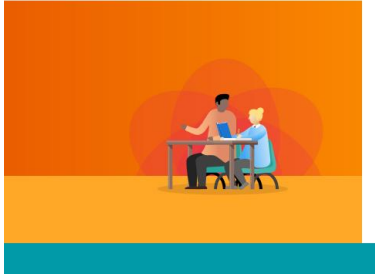
Activity in this academic year

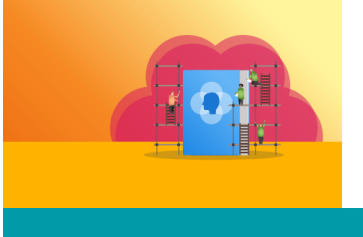
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership To refine and evaluate the RADY project as a whole school in order to raise awareness and drive standards for our pupil premium children.</p> <p><i>We will fund the leadership time for the PP lead to work alongside and develop subject and phase leaders in evaluating the impact of our strategic priorities</i></p>	<p>Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies.</p> <p>Raising aspirations by applying an uplift to all pupil premium children supports this.</p> 	<p>ALL</p>

<p><i>specifically for RADY children.</i> Regular monitoring and feedback for teachers will need to take place.</p>		
<p>Curriculum and Teaching To develop and establish equitable teaching approaches from Nursery to the end of KS2 (All core subjects – EEF guidance for Maths and Literacy)</p>	<p>The 'Five-a-day' principle: High quality teaching benefits pupils with SEND</p>  <p>Gary Aubin, EEF SEND Specialist, states that the 5-a-day strategies are part of most teachers' daily practice. Carefully considering the implementation of such practice and making small intentional tweaks can have a significant impact on children's learning. As cited by Doug Lemov, 'little changes can make a big difference'.</p> <p>Implementation of the Chancery Trust Equitable Menu.</p>	<p>1, 2, 3</p>
<p>Assessment To provide timely and purposeful assessment points throughout the course of lessons in addition to end of unit and end of year formative assessments</p>	<p>EEF – Teacher Feedback to Improve Learning</p> <p>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Guidance Report</p> 	<p>1,2,3</p>

<p>. To use these assessments to plan activities and to ensure children retain more information.</p>	<p><i>Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	
<p>Inclusion</p> <p><i>To ensure early identification of special education need, particularly with EYFS. To ensure provision is specific to need and allows all children to make progress.</i></p> <p><i>We will fund resources to support identification and appropriate interventions.</i></p> <p><i>We will fund additional time to support SEND and PP children.</i></p>	<p>EEF – SEND in Mainstream Schools</p>  <p>“Closing the disadvantage gap means finding better ways to support pupils with SEND.”</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 34 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that targeted interventions have the desired impact on pupil outcomes.</p> <p>Diagnostics, provision mapping and targeted teaching supports accelerated progress.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Little Wandle Catch up - Y2/Y3 Reading Fluency programme - Speech and Language interventions - Core subjects catch up sessions - SEMH interventions including ELSA 	<p>Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p> <p>Staff CPD for interventions and class support.</p> <p>Supporting pupils with SEND EEF</p> <p>Effective deployment of adults EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>ALL</p>

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

Budgeted cost: £10, 920

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure Our Pupil Premium Pledge is used to support families in accessing an equitable curriculum.	Parental Engagement EEF	4, 5
To support children and families to identify and manage emotions	EEF Personal Social and Emotional Development Guidance Improving Social and Emotional Learning in Primary Schools Children can benefit in terms of recognising, expressing and regulating emotions as well developing their ability to collaborate, negotiate and solve problems with others. In addition, the evidence suggests that some PSED approaches may particularly benefit children experiencing disadvantage.	4

Total budgeted cost: £70, 720

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.

The school is now in its third year of a long-term project to raise attainment for disadvantaged youngsters. (RADY).

Uplift

All PP children receive an uplift in their data and have been set aspirational targets for reading, SPaG and maths.

	Reading	SPaG	Maths
% of children meeting uplift value in September 2024	6%	8%	16%
% of children meeting uplift value in July 2025	45%	40%	44%

Children are grouped to encourage challenge. Strong relationships are formed between class teachers and children which has allowed class teachers to tailor each area of the curriculum. Assessment information is routinely analysed to identify gaps in knowledge, skills and understanding between what disadvantaged youngsters can actually do now compared to what they need to do to attain in line with their uplifted starting point.

Equitable Teaching

All leaders check for equitable teaching as part of their ongoing quality assurance procedures. The Berkeley use a 'menu' of equitable approaches which teachers access to provide tailored support to children – matching specific need to specific strategies. As a result, children make good progress in lessons.

Proportional Representation

Pupil Voice is routinely used to assess the types of clubs children would like to attend and identify the barriers for children who do not attend. Music lessons and externally provided clubs are offered at part of our Pupil Premium Pledge. The percentage of PP children accessing school clubs and engaging in the wider school life continues to increase term on term.

Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025
65%	67%	61%	84%	88%