

# 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	461 451 461
Proportion (%) of pupil premium eligible pupils	7% 9.7% 9.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2022-2025</b> 2022-23 2023- 24 2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S.L.Gohr
Pupil premium lead	R.Dillon
Governor / Trustee lead	C.Dobson

## Funding overview

Detail	Amount
Total School Led tutoring and Pupil premium funding allocation this academic year	£67 770 £58 435 £63 640

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67770 £58 435 £63 640

## 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><b>Attainment &amp; Progress</b></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.</p>
2	<p><b>Fluency and Stamina</b></p> <p>Assessment data and monitoring indicates that fluency and stamina in reading and maths is a barrier to learning for a large proportion of our children in receipt of pupil premium. Some children have limited vocabulary which can be a barrier to the wider curriculum.</p>
3	<p><b>Pupil Premium and SEND</b></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><b>Family partnership</b></p> <p>Knowing our pupil premium children and families is vital to understand childhood experiences which may have impacted on our pupil premium children. Parental engagement and building effective relationships will support children. We also need to make sure that those who could be eligible for funding are aware of it.</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"> <li>✓ The quality of teaching for our pupil premium children accelerates progress and is of a consistently high standard (applying Rosenshine principles).</li> <li>✓ In year data shows a year on year increase for children reaching the expected standard.</li> <li>✓ End of Key Stage data shows our pupil premium children achieving in line with national pupil premium figures.</li> </ul>

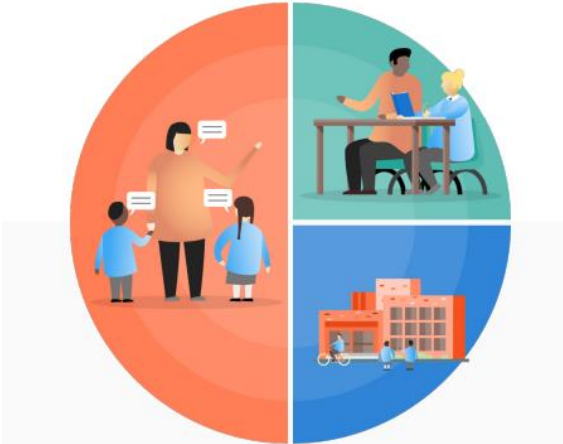

	<ul style="list-style-type: none"> <li>✓ All children in Year 6 can read fluently before they leave The Berkeley Academy.</li> </ul>
To ensure that our teaching is equitable for our most disadvantaged children.	<ul style="list-style-type: none"> <li>✓ Consistently high-quality teaching is in place and all staff know who the pupil premium children are and what their primary needs are.</li> <li>✓ Teaching is adapted according to the needs of our pupil premium children.</li> <li>✓ Pupil premium children can demonstrate that they are learning more and remembering more.</li> <li>✓ End of year data demonstrates accelerated progress being made which means disadvantaged children are in line with their peers academically (non PP)</li> <li>✓ End of Key Stage/EYFS data for pupil premium children is at least in line with national figures.</li> </ul>
To improve aspirations, resilience and self-efficacy for our pupil premium children.	<ul style="list-style-type: none"> <li>✓ Pupil premium children achieve in line with their peers and are above national figures at the end of key phases.</li> <li>✓ Monitoring in lessons and pupil voice evidence increased resilience, positive attitudes to learning and self-efficacy.</li> </ul>
To ensure all our pupil premium children are provided opportunities beyond the taught curriculum to raise aspirations.	<ul style="list-style-type: none"> <li>✓ 100% of our pupil premium children are given the opportunity to attend an extra-curricular activity during the year.</li> <li>✓ All pupil premium children will have the opportunity to attend an educational visit to widen their knowledge and experiences to be in line with their peers.</li> <li>✓ Pupil premium children are encouraged to apply for leadership roles in school.</li> <li>✓ All pupil premium children are encouraged to participate in enrichment activities.</li> <li>✓ Pupil premium children are proportionally represented in leadership roles across the school.</li> <li>✓ Pupil premium families access our school pledge.</li> </ul>
To improve parental engagement in school life and learning for pupil premium children.	<ul style="list-style-type: none"> <li>✓ Family Hub and Berkeley stay and play sessions are well attended, and getting to know our families is a real strength of the school.</li> <li>✓ In year admission forms evidence early intervention and prevention work for our children.</li> <li>✓ Parent voice is positive and demonstrates collaborative approach.</li> </ul>

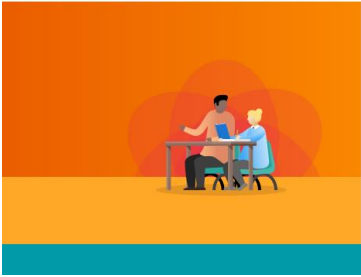
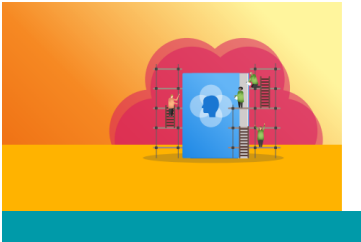
Activity in this academic year

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: £17 445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed and sustain the Raising Attainment for Disadvantaged Youngsters (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 Pupil Premium lead to implement the initiative alongside class teachers and subject leaders. Regular monitoring and feedback for teachers will need to take place.</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>To develop and establish equitable teaching approaches from Nursery to the end of KS2 using Rosenshine principles to secure learning.</p> <p>(All core subjects – Education Endowment Foundation (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</p>	<p>1, 2, 3</p>

	<p>learning. As cited by Doug Lemov, 'little changes can make a big difference'.</p>	
<p>To provide regular opportunities for children to receive specific feedback on their learning in order to progress.</p>	<p><a href="#">EEF – Teacher Feedback to Improve Learning</a></p> <p>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Guidance Report</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>1,2,3</p>
<p>To embed the Graduated Response Framework which has been developed with the Behaviour Hub programme.</p> <p>To continue to implement further staff training around screening, target writing and ensuring assessments are interpreted and administered correctly.</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><a href="#">EEF – SEND in Mainstream Schools</a></p> <p>SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Guidance Report</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><a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 2, 3, 4</p>

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



Budgeted cost: £ 22 952

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"> <li>- Little Wandle Catch up</li> <li>- Speech and Language interventions</li> <li>- Core subjects catch up sessions</li> <li>- SEMH interventions</li> </ul>	<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><a href="#">Supporting pupils with SEND EEF</a></p> <p><a href="#">Effective deployment of adults EEF</a></p>	<p>ALL</p>

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

Budgeted cost: £ 23 243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure Our Pupil Premium Pledge is fully embedded and offered to all PP families.</p>	<p><a href="#">EEF Parental Engagement Guidance Report</a></p>	<p>4, 5</p>

	<p style="text-align: center;">WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report</p>  <p style="text-align: center;"> Education Endowment Foundation</p>	
<p>To increase parental engagement for all families.</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages</p> <p><a href="#">Parental Engagement EEF</a></p>	

**Total budgeted cost: £ 63 640**

## 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.

The school has embarked upon 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. Children are grouped to encourage challenge. Pupil voice and lesson observations show an increase in confidence and resilience when PP children approach new learning. 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.

#### **The Golden Thread**

The RADY project is now embedded in all policies and forms a crucial part of our school ethos – equitable teaching to allow all children to achieve the same level. All evaluation activities require consideration of the impact of actions taken through RADY. The impact on disadvantaged learners is always recorded as a priority.

#### **Equitable Teaching**

All leaders routinely check for equitable teaching as part of their ongoing quality assurance procedures. All feedback and training to staff about teaching is focused primarily on equity for disadvantaged youngsters. Rigorous monitoring by senior leaders and subject leaders show that teaching is adapted and equitable to allow all children the same level of success and to meet specific needs. Monitoring across the school has shown that questioning and assessment for learning plays a key part in developing children's learning during lessons allowing for support or challenge where needed. As a result, children make good progress in lessons.

#### **Proportional Representation**

All school activities, clubs, representative bodies, etc. are routinely analysed to determine the participation rates of disadvantaged youngsters. 100% of PP children engage in the wider school life and have a leadership role in school and/or engage with after school activities. This has increased from 65% in previous years. Pupil voice highlights that children feel proud to represent the school and enjoy developing skills in the clubs they attend.