

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
Proportion (%) of pupil premium eligible pupils	7% 9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 2022-23 2023- 24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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
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	£67770 £58 435

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	Children in receipt of pupil premium are not reaching the same level of academic achievement as their peers in the core subjects – reading, writing and maths.
2	Assessment data and monitoring indicates that fluency in reading 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.
3	Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps for some of our disadvantaged pupils.
4	A number of our pupil premium pupils have a recognised Special Educational need. 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.
5	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.

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.	<ul style="list-style-type: none"> ✓ In year data shows a year on year increase for children reaching the expected standard. ✓ 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.

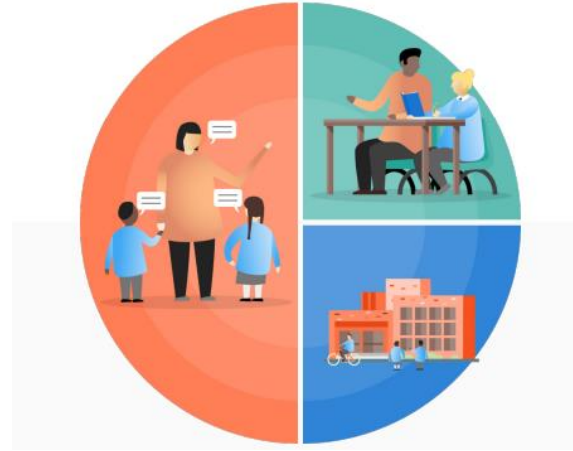
<p>To improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> ✓ Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>To improve the quality of teaching 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. ✓ 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.
<p>To improve aspirations, resilience and self-efficacy for our pupil premium children.</p>	<ul style="list-style-type: none"> ✓ Pupil premium children achieve in line with their peers and are above national figures at the end of key phases. ✓ Monitoring in lessons and pupil voice evidence increased resilience, positive attitudes to learning and self-efficacy.
<p>To ensure all our pupil premium children are provided opportunities beyond the taught curriculum to raise aspirations.</p>	<ul style="list-style-type: none"> ✓ 100% of our pupil premium children are given the opportunity to attend an extra-curricular activity during the year. ✓ 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. ✓ Pupil premium children are encouraged to apply for leadership roles in school. ✓ All pupil premium children are encouraged to participate in enrichment activities.
<p>To improve parental engagement in school life and learning for pupil premium children.</p>	<ul style="list-style-type: none"> ✓ Nursery stay and play sessions are well attended, and getting to know our families is a real strength of the school. ✓ In year admission forms evidence early intervention and prevention work for our children. ✓ Parent voice is positive and demonstrates collaborative approach.

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: £24 015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To engage in RADY project as a whole school initiative to raise awareness and drive standards for our pupil premium children.</p> <p><i>We will fund the programme and also release time for the PP lead to implement the initiative alongside leaders.</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>ALL</p>
<p>To develop an Oracy Framework from Nursery to KS2 (and work with Secondary Schools) to develop oracy and vocabulary.</p> <p><i>We will fund CPD for staff.</i></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 Teaching and Learning Toolkit EEF</p>	<p>1, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><i>We will fund leadership time to embed key elements of guidance in school (BD and DW)</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</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>1, 3, 4</p>

<p>To purchase SEND diagnostic assessments.</p> <p>To provide training for staff to ensure assessments are interpreted and administered correctly.</p> <p><i>We will fund resources to support identification and appropriate interventions.</i></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>
<p>To increase self-efficacy and aspirations for our children. This will include metacognitive strategies.</p> <p><i>We will fund monitoring opportunities for the PP lead to evaluate the quality of teaching and learning.</i></p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>Metacognition and Self Regulation</p>	<p>ALL</p>

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

Budgeted cost: £ 20 789

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 	<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>Supporting pupils with SEND EEF</p> <p>Effective deployment of adults EEF</p>	<p>ALL</p>

<ul style="list-style-type: none"> - Speech and Language interventions - Core subjects catch up sessions - SEMH interventions 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13 395

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all our pupil premium children have access to an extracurricular activity which interests them.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes.	4, 5
To ensure all children in receipt of pupil premium get the opportunity to learn to play a musical instrument.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes.	4, 5
To increase parental engagement for all families.	Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages Parental Engagement EEF	

Total budgeted cost: £ 58 199

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 2022 to 2023 academic year.

Regular opportunities have been provided for parents to come into school more which has resulted in stronger home and school partnership working. Through various coffee mornings and workshops, pupils have had more opportunities to share their love of learning with their family members and parents have valued this and the impact it has on their children.

Monitoring has shown that PP pupils' learning is adapted to support needs and opportunities are being created for them to better develop their core skills and a love of reading. Pupil voice shows that PP pupils feel more confident when working independently. Provision in lessons has improved and has demonstrated that PP pupils have been able to access the curriculum more effectively to make greater progress.

Data shows that 57% in Reading, 48% in Writing And 69% in Maths with PP are meeting the Expected Standard and 60% in Reading, 66% in Writing and 66% in Maths of PP children made expected or better progress.