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	394 + nursery
Proportion (%) of pupil premium eligible pupils *Targeted FSM – free meal and PP funding* *Previous FSM will become Ever 6 – may no longer get the free meal but still gets PP funding*	*Targeted 27/394 = 6.8%* *Ever 6 13 /394 = 3.2%* *Expanded 38/394 = 6.9%* Pupil Premium 40 / 394 = 10.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2026 – 29**
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	S.L.Gohr
Pupil premium lead	S.L.Gohr / C.Edwards
Governor / Trustee lead	L.Rowlands

Funding overview

Detail	Amount
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	£56,055 (indicative) **£77 725 based on our figures

Part A: Pupil premium strategy plan

Statement of intent

At The Berkeley Academy, we believe that disadvantage should never determine a child's educational outcomes or future opportunities. Our ambition is for every disadvantaged pupil to thrive academically, socially and personally, experiencing the same high expectations, sense of belonging and breadth of opportunity as their peers.

We recognise that disadvantage rarely exists in isolation. Some of our most vulnerable pupils experience multiple and intersecting barriers, particularly those who are both eligible for Pupil Premium and have SEND. Attendance, gaps in prior knowledge, language and communication, self-regulation, family circumstances and access to wider experiences can further compound disadvantage.

Our strategy therefore places a particularly close lens on pupils experiencing double disadvantage, while maintaining high expectations for every pupil eligible for Pupil Premium.



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.

Through RADY, uplift, vulnerable pupil monitoring and appropriate assessment, we will know our disadvantaged pupils well, identify barriers early and maintain ambitious expectations.

Our Pupil Premium strategy will therefore work through three connected priorities:

1. Inclusive High-Quality Teaching

Creating equitable classrooms in which barriers are anticipated, teaching is adapted responsively and pupils with SEND and/or disadvantage can succeed alongside their peers.

2. Learning That Sticks

Using evidence from cognitive science to strengthen attention, memory, retrieval, fluency, vocabulary and the ability to apply learning independently.

3. Removing Barriers to Participation
Addressing attendance, wellbeing, family engagement and access to the wider curriculum so that disadvantaged pupils are present, included and able to thrive.

Challenges

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

Challenge number	Detail of challenge
1	**Double Disadvantage: Pupil Premium and SEND** A proportion of our disadvantaged pupils also have identified SEND or emerging additional needs. For these pupils, disadvantage and SEND can combine to create additional barriers to curriculum access, confidence, independence and attainment. Our priority is therefore not simply to provide more adult support or intervention, but to ensure that high-quality inclusive teaching is sufficiently responsive and adaptive from the outset**.**
2	**Attendance and Engagement** For some disadvantaged pupils, attendance and persistent absence create significant barriers to success. Lost curriculum time can compound existing gaps in knowledge and fluency. For pupils who also have SEND or other vulnerabilities, absence can further affect routines, confidence, relationships and successful re-engagement with learning. Attendance will therefore be viewed as both an attendance issue and a barrier to learning and inclusion.
3	**Memory, Fluency and Cognitive Load** Some disadvantaged pupils need additional support to retain, retrieve and apply knowledge over time. Gaps in prior knowledge and vocabulary can increase the demands placed on working memory and make new learning harder to access. Teaching therefore needs to deliberately consider sequencing, modelling, retrieval, practice, scaffolding and opportunities to develop fluency so that pupils can increasingly work independently.

4	**Language, Reading and Communication** For some disadvantaged pupils, gaps in vocabulary, fluency, oral language or background knowledge affect access to learning across the curriculum. Reading and language therefore remain whole-school priorities rather than isolated English interventions. Our approach will strengthen: • early reading and phonics; • reading fluency; • vocabulary; • comprehension; • oracy; • background and curriculum knowledge.
5	**Belonging, Personal Development and Wider Opportunity** Disadvantage can affect children's access to experiences beyond the classroom as well as their academic attainment. Some pupils also require additional support with regulation, confidence, resilience and relationships. We want disadvantaged pupils to be present, participate and belong, with equitable access to clubs, visits, residential experiences, music, pupil leadership and the wider life of Berkeley.

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

Outcome 1: Achievement Disadvantaged pupils achieve well across the curriculum, with a particular improvement in outcomes for pupils who are both Pupil Premium and SEND.	✓ attainment and progress improve from pupils' individual starting points; ✓ differences between disadvantaged pupils and their peers diminish; ✓ pupils increasingly meet their ambitious uplift targets; ✓ PP/SEND pupils demonstrate strong progress against appropriately identified curriculum and individual outcomes; ✓ fewer disadvantaged pupils remain significantly behind age-related expectations.
Outcome 2: Inclusive and Equitable Teaching Evidence-informed adaptive and equitable teaching is consistently embedded throughout the school.	✓ classroom monitoring demonstrates consistent inclusive practice; ✓ teachers can clearly identify pupils' barriers and explain how their teaching responds to them; ✓ scaffolding supports access without unnecessarily reducing challenge; ✓ pupils increasingly demonstrate independence; ✓ pupils with SEND and/or disadvantage successfully access ambitious curriculum content.
Outcome 3: Learning That Sticks Disadvantaged pupils increasingly retain, retrieve and apply their learning independently.	✓ pupils remember more of the intended curriculum over time; ✓ retrieval checks identify stronger retention; ✓ reading and mathematical fluency improve; ✓ gaps are identified and responded to quickly; ✓ pupils demonstrate increasing independence and confidence when applying prior learning.
Outcome 4: Attendance Attendance improves for disadvantaged pupils, particularly those experiencing multiple vulnerabilities.	✓ the attendance difference between PP and non-PP pupils reduces; ✓ persistent absence amongst disadvantaged pupils reduces; ✓ individual attendance improves for identified pupils; ✓ barriers are identified early and addressed through effective partnership with families.

Outcome 5: Belonging and Participation Disadvantaged pupils feel that they belong at Berkeley and participate fully in school life.	✓ disadvantaged pupils are proportionately represented in enrichment opportunities; ✓ pupils access educational visits, residentials, clubs and other opportunities; ✓ pupil voice demonstrates a strong sense of belonging; ✓ pupils demonstrate growing confidence, aspiration and independence.

Activity in the 2026-27 Academic Year

Our spending will follow a tiered approach:

1. High-quality teaching
2. Targeted academic support
3. Wider strategies

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: £13,450

1. Teaching: High-Quality Inclusive Practice

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive and Equitable Teaching Further develop and embed Berkeley's approach to adaptive and equitable teaching, using evidence-informed inclusive practice. *We will fund time for the PP lead to monitor the quality of teaching along with the SENDCO and Phase leaders/DHT/HT.*	Professional development will focus particularly on: ***The EEF Guide to Inclusive Teaching***  • explicit instruction; • modelling; • checking for understanding; • flexible scaffolding; • guided practice; • gradual release towards independence; • vocabulary instruction; • reducing unnecessary cognitive load; • deliberate retrieval and practice; • metacognition; effective deployment of additional adults. EEF – SEND in Mainstream Schools	1, 3, 4

	 "Closing the disadvantage gap means finding better ways to support pupils with SEND."	
Evidence-informed Professional Learning Use PLCs and professional development to enable teachers and leaders to engage with evidence-informed practice and apply learning deliberately within their classroom. *We will fund and engage with the national Whole Education Network to support this priority.*	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'. ***The EEF Guide to Inclusive Teaching*** 	1, 3, 4
RADY and High Expectations Continue to refine RADY as the school's strategic approach to raising expectations and removing barriers for disadvantaged pupils.	This will include: • aspirational uplift targets; • vulnerable pupil discussion; • close monitoring through phase leadership; • identification of barriers; • responsive classroom adaptations; • evaluation of pupil progress. The EEF Guide to Pupil Premium 	ALL

		
Assessment and Responsive Teaching Strengthen the use of assessment to identify gaps and inform immediate adaptations to teaching. *We will fund resources to support identification and appropriate interventions. We will fund additional time to support SEND and PP children.*	This will include: • formative assessment; • retrieval checks; • diagnostic assessment where appropriate; • end-of-unit assessment; • monitoring smaller steps of progress; • using assessment intelligently rather than waiting for end-of-term data. Diagnostic assessment | EEF EEF – Teacher Feedback to Improve Learning *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.*   *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition*	1, 3, 4

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

Budgeted cost: £ 35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions matched to need *We will fund time for the PP Lead and SENDCO to analysis impact of interventions and monitor the quality of delivery.*	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. Staff CPD for interventions and class support. Supporting pupils with SEND EEF Effective deployment of adults EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	ALL

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

Budgeted cost: £7, 605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance will be a central feature of vulnerable pupil monitoring. *We will use funds to support leaders and class teachers opportunity to work with families to improve attendance.*	We will: • identify attendance concerns early; • analyse attendance specifically for disadvantaged and PP/SEND pupils; • identify individual barriers; • work proactively with families; • monitor the impact of support; • connect attendance discussions with pupils' learning and wider needs. EEF Supporting Attendance	1,2,5

	 Regular pupil voice opportunities will be undertaken by leaders to ensure children feel fully engaged with all aspects of school life.	
The Pupil Premium Pledge will continue to remove financial and practical barriers to pupils experiencing the full Berkeley curriculum. *We will continue to subsidise the pupil premium pledge.*	Support may include access to: • educational visits; • residentials; • clubs; • music tuition; • cultural experiences; • wider enrichment; • pupil leadership opportunities.	5

Total budgeted cost: £56, 055

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 2025 26 academic year.

The school is now in its fourth 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 and maths.

	Reading	Maths
% of children meeting uplift value in September 2024	6%	16%
% of children meeting uplift value in July 2025	45%	44%
% of children meeting uplift value in July 2026	49%	35%

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 2025	Spring 2026	Summer 2026
76%	81%	89%