

# Pupil premium strategy statement – Berry Brow Infant & Nursery Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Horsbrough
Pupil premium lead	Sarah Horsbrough
Governor / Trustee lead	David Fann

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Berry Brow Infant and Nursery Academy, many of our disadvantaged children join us either in our Nursery or Reception classes at a lower starting point than that of their peers. The Covid-19 pandemic, particularly for this vulnerable group of learners, resulted in gaps widening academically between our disadvantaged learners and their peers but also resulted in a rise in SEMH needs which continues to be prevalent across the school.

Our Pupil Premium Strategy aims to identify any gaps within pupil knowledge and to support all pupils both academically and pastorally to achieve their full potential and raise their aspirations. To do this we have referred to research from the EEF alongside our own knowledge of the school and the challenges our context brings.

The majority of our disadvantaged learners lack support from home, have limited opportunities to experience opportunities in the wider world and experience complex family situations that can contribute to heightened anxiety levels. Poor attendance and punctuality also negatively impact upon their learning experience.

Our Aims:

- To narrow the gap between disadvantaged and non-disadvantaged pupils.
- To support disadvantaged pupils to achieve or exceed national expectations and to make good progress during their time with us.
- To support our pupil`s health and well-being to enable them to access learning at an appropriate level.
- To provide opportunities and experiences to support children to develop character, resilience and develop talents and interests.
- To ensure all those pupils eligible are registered and in receipt of funding

We seek to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils through the quality of our curriculum planning and our CPD offer for all staff in school.
- Ensuring that appropriate provision is in place to support children`s health and well-being both in and outside of the classroom.

We recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals and will allocate pupil premium funding to support any pupil or pupil groups that we have identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Attendance and Punctuality
2	Behaviour linked to SEMH need
3	Lower than average starting points on entry in reading, writing and maths
4	Outcomes at the end of KS1 including phonics
5	Limited experiences and opportunities that result in lower vocabulary

## 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
Poor Attendance and Punctuality	<p>Attendance for disadvantaged learners shows an improvement on the previous year and is closing the gap to the non-disadvantaged cohort nationally.</p> <p>Persistent absence for the disadvantaged has reduced and is in line with non-disadvantaged peers and nationally.</p> <p>The number of disadvantaged learners who attend 100% of the time is increased.</p>
The barrier of behaviour to learning is reduced.	<p>Exclusions for disadvantaged learners are reduced.</p> <p>Behaviour incidents across the school and disruptive behaviour are reduced and have less impact on learning and teaching.</p> <p>All children identified with SEMH needs receive additional intervention both within school and through outside agencies where appropriate.</p>
The gap between disadvantaged and non-disadvantaged learners in reading, writing and maths are closing year on year.	At the end of each academic year, the gap in attainment between the disadvantaged and non-disadvantaged groups are closing.

<p>Attainment for the disadvantaged group at the end of KS1 is in line with the non-disadvantaged group in the school and closer to the national.</p> <p>Progress for the disadvantaged group is positive.</p>	<p>The attainment gap to the national non-disadvantaged cohort has decreased in reading, writing and maths.</p> <p>Progress for disadvantaged children across the school will be positive and in line with their peers in reading, writing and maths.</p>
<p>All disadvantaged pupils are provided with a broad and balanced curriculum, enriched by visits trips and opportunities.</p>	<p>All disadvantaged children across school have a range of experiences during each academic year and have the same opportunities as their non-disadvantaged peers.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure the quality of teaching across school in all subjects leads to children making good progress</i></p>	<p>DFE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 Children working collaboratively will broaden their vocabulary whilst deepening understanding. Children to be given feedback and same day intervention wherever possible.</p>	2, 3, 4
<p><i>Deputy Headteacher is released 60% of time to develop the curriculum, coach and improve teaching practise and quality assure planning.</i></p> <p><i>This is done through co-planning, modelling and review of learning in books.</i></p>	<p>Eef Teaching and Learning toolkit identifies as enabling plus 3 months and that it has benefits for core academic attainment. The toolkit identifies physical activity to have a positive impact on physical health and wellbeing as well as academic attainment.</p> <p>DFE Teaching a Broad and Balanced Curriculum for Education Recovery 2021 identifies the need to continue to teach a broad and balanced curriculum that includes wider experiences such as educational visits and visitors to school.</p>	2, 3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*