

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	130
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lynsey Blackburn
Pupil premium lead	Lynsey Blackburn
Governor / Trustee lead	David Fann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,358.27
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

<p>Total budget for this academic year</p> <p><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></p>	<p>£36,358.27</p>
---	-------------------

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

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: £21,398.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure the quality of teaching across school in all subjects leads to children making good progress</i>	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.	2, 3, 4

<p><i>Deputy Headteacher is released from teaching commitment 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>	<p>2, 3, 4</p>
<p><i>HLTA is allocated small teaching groups during the morning to reduce group and class size for reading and phonics.</i></p>	<p>EEF Class/group size EEF link to research (class size) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducingclass-size</p>	<p>4</p>

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

Budgeted cost: £ 19,124.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SEN Support role in place to support learning for children with additional needs including those who are also disadvantaged.</i></p> <p>Delivering specific interventions 50% of the week.</p>	<p>EEF research identifies high impact of phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF research shows moderate impact for Teaching Assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	<p>3, 4</p>

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

Budgeted cost: £1,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional clubs and sport opportunities	EEF research demonstrates moderate impact for engagements in artistic and creative activities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/	1, 2, 3, 4

Total budgeted cost: £36,834.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS data showed that in 24/25 20% of the disadvantaged children attained a good level of development. This is 48% lower than all pupils nationally and 31% lower than disadvantaged pupils nationally.

Phonics data at end of Y1 in 24/25 shows that 70% of the disadvantaged children attained the expected standard. This is 3% higher than disadvantaged pupils nationally and 10% lower than all pupils nationally.

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**

n/a

The impact of that spending on service pupil premium eligible pupils

n/a