

## PUPIL PREMIUM STRATEGY STATEMENT

# BEREWOOD PRIMARY



### SCHOOL OVERVIEW

Metric	Data
School name	<b>Berewood Primary School</b>
Pupils in school	404
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£128,904
Academic year or years covered by statement	2020-2021
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Ricky Leigh
Pupil premium lead	Ricky Leigh
Governor lead	TBC

### DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR (summer 2019)

*There were no national assessments in summer 2020 due to the COVID-19 pandemic*

Measure	Score
Reading	-4.3
Writing	-3.7
Maths	-1.8

### DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR (Summer 2019)\*

*There were no national assessments in summer 2020 due to the COVID-19 pandemic*

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	0%

## STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 23
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 23
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0)	Sept 23
Phonics	Achieve national average expected standard in PSC	Sept 23
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 23

## TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively and support an extra reads programme for pupils falling behind.
Priority 2	Work with the maths hub and purchase textbooks and resources to support and embed Teaching for Mastery (fluency and reasoning) across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions to address gaps in learning
Projected spending	£52,000

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Buy and embed use of phonics linked reading texts and ensure fidelity to the programme used for teaching phonics (phonics play). Introduce children to new texts and in year groups to increase reading for pleasure including through an extra reads programme.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£30,400

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Supporting children who do not have access to a decent breakfast before starting school by providing breakfast for them
Priority 2	Sharing a part-time Family Support Worker (ASE) with a partner schools to support families with attendance and acute need
Priority 3	Support with help from ELSAs, children who may feel anxious because of changes at home including an increasing proportion of children in Forces families living with long periods of parental absence
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils including uniform support as necessary for a small number of pupils.
Projected spending	£46,500

## MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead and English/phonics leads have time to review teaching and learning and review the support provided for small groups	Maths lead paired with recently qualified teacher to lead on the programme. Support provided through HLTA release to allow for overview work across the school.
Wider strategies	Engaging the families facing most challenges	Office team to support in monitoring attendance. Encourage close working with the SENCo, FSW and ELSAs to support pupils and their families through support and outreach work.

## REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Aim	Outcome
Progress in Reading and Writing	Worsening of results from last year. Reading and writing to remain a key focus as a result.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to help meet this aim.
Phonics	After an initial rise, phonics for disadvantaged pupils fell to 64% (from 72% in summer 2018). A rigorous approach to teaching and learning, fidelity to the programme and careful screening should help result in recovery of this dip and a closer average to national by September 2022.
Other	Attendance improved from 93.75% to 95.06% at the end of last year for disadvantaged pupils. This increase to be maintained and attendance to be brought closer to national of 96.2% in the coming year.