



## Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium for the **2026-2027** academic year 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                                                                                                     | Berrow Church Primary School                                        |
| Number of pupils in school                                                                                      | 187                                                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 19%                                                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027                                                           |
| Date this statement was published                                                                               | September 2024                                                      |
| Date on which it will be reviewed                                                                               | September 2026 <b>reviewed 2/9/26</b><br>Next review September 2027 |
| Statement authorised by                                                                                         | Charlotte Bradley                                                   |
| Pupil premium lead                                                                                              | Kelly Hunt                                                          |
| Governor / Trustee lead                                                                                         | Julie Nichols                                                       |

### Funding overview

| Detail                                                                                                                                                                                | Amount  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year ( <b>2026-2027</b> )                                                                                                              | £42,442 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                                | £0      |
| <b>Total budget for this (2026-27) academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £42,442 |

### Statement of intent



At Berrow Church Primary School, we are committed to ensuring that every child has the opportunity to achieve their full potential, regardless of their background or circumstances. We strive to provide a great education for every child. We recognise the challenges faced by disadvantaged and vulnerable pupils and are dedicated to providing targeted support to help remove and address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary school outlines our commitment to equity, inclusion, and excellence in education.

Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.

The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Target Free School Meals (FSM), expanded Pupil Premium funding, children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially across all aspects of school life.

Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.

We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.

Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.

In conclusion, at Berrow, we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high expectations, and a commitment to excellence. By working collaboratively with



families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can succeed through lighting up a love of learning.

## **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils;
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium funding will be socially disadvantaged;
- We recognise not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged.

## **School Context**

Berrow Primary School is a small primary school located in the village of Berrow, which is nestled between Burnham and Weston Super Mare, in Somerset. We have 143 172 187 children on role from EYFS through to Year 6 (including preschool). We have single form classes Reception to Year 6. On site, we also operate a Little Learners Nursery for ages 2-4 years.

## **Ultimate Objectives**

To narrow the gap between advantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age related expectations at the end of KS2 and subsequently helping them to achieve GCSEs in at least English and Maths.

## Part A: Pupil premium strategy plan

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |       |          |       |                 |       |        |       |          |       |                 |       |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|----------|-------|-----------------|-------|--------|-------|----------|-------|-----------------|-------|
| 1                | Outcomes: Lower-attainment across core areas (reading, writing, maths) from our disadvantaged learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |       |          |       |                 |       |        |       |          |       |                 |       |
| 2                | <p>Attendance: Our data indicates that attendance among disadvantaged pupils has been on average 4.9% lower than National (94.7%) and 6.6% lower than non-disadvantaged pupils at the school.</p> <p><b>2025-2026</b></p> <p>Summary of 28 Pupils ((from 2025-2026) who are disadvantaged)</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>School</td> <td>89.8%</td> </tr> <tr> <td>National</td> <td>94.7%</td> </tr> <tr> <td>Local Authority</td> <td>94.5%</td> </tr> </table> <p>15-18 days missed: School 2, 19+ days missed: 4</p> <p>Absences</p> <ul style="list-style-type: none"> <li>10.2% overall absence</li> <li>8.3% authorised</li> <li>1.9% unauthorised</li> <li>17.9% persistent absence</li> <li>1 pupil unauthorised absent for 10+ days</li> </ul> <p>DFE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks)</p> <ul style="list-style-type: none"> <li>5 pupils previously met the threshold between 01/09/2025 and 19/07/2026</li> </ul> <p>Absence Patterns</p> <ul style="list-style-type: none"> <li>3 pupils have been repeatedly late or absent on the same day</li> <li>15 pupils have been absent before or after a school holiday</li> <li>3 pupils have been absent on their birthday</li> </ul> <p>Summary of 103 Pupils ((from 2025-2026) who aren't disadvantaged)</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>School</td> <td>96.4%</td> </tr> <tr> <td>National</td> <td>94.7%</td> </tr> <tr> <td>Local Authority</td> <td>94.5%</td> </tr> </table> <p>15-18 days missed: School 2, 19+ days missed: 3</p> <p>Absences</p> <ul style="list-style-type: none"> <li>3.6% overall absence</li> <li>2.3% authorised</li> <li>1.3% unauthorised</li> <li>2.9% persistent absence</li> <li>2 pupils unauthorised absent for 10+ days</li> </ul> <p>DFE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks)</p> <ul style="list-style-type: none"> <li>19 pupils previously met the threshold between 01/09/2025 and 19/07/2026</li> </ul> <p>Absence Patterns</p> <ul style="list-style-type: none"> <li>40 pupils have been absent before or after a school holiday</li> <li>4 pupils have been absent on their birthday</li> </ul> | School | 89.8% | National | 94.7% | Local Authority | 94.5% | School | 96.4% | National | 94.7% | Local Authority | 94.5% |
| School           | 89.8%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |       |          |       |                 |       |        |       |          |       |                 |       |
| National         | 94.7%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |       |          |       |                 |       |        |       |          |       |                 |       |
| Local Authority  | 94.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |       |          |       |                 |       |        |       |          |       |                 |       |
| School           | 96.4%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |       |          |       |                 |       |        |       |          |       |                 |       |
| National         | 94.7%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |       |          |       |                 |       |        |       |          |       |                 |       |
| Local Authority  | 94.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |       |          |       |                 |       |        |       |          |       |                 |       |
| 3                | Early Reading and Phonics Assessments, observations, and discussions with pupils indicate under-developed oral language skills, phonics and vocabulary gaps among many dis-advantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |       |          |       |                 |       |        |       |          |       |                 |       |
| 4                | Behaviour for learning: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to: lack of resilience, increase in mental health issues such as anxiety, speech and language difficulties, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |       |          |       |                 |       |        |       |          |       |                 |       |
| 5                | Family engagement of our disadvantaged is lower than non-disadvantaged across the school. Our continued investment (time and money) into the Nurture School Approach, including the addition of Parent and Family Support through the Trust PFSA has supported family engagement. Discussions with families have highlighted evidence of low aspirations, lack of cultural capital particularly in relation to enrichment activities and some evidence of a lack of family support. These challenges particularly affect our disadvantaged pupils and negatively impact upon their attendance and subsequent attainment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |       |          |       |                 |       |        |       |          |       |                 |       |

## 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                                                                                                                                                                                                                                                                                                   | Challenge Addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Over the next three years disadvantaged children are working at ARE in reading, writing and maths and prime areas in EYFS by the end of KS1.<br>Disadvantaged children pass their phonics assessment in Year 1. | Over three years this gap will close in line with national data.<br>At least 80% of disadvantaged children achieve intervention targets (non-SEND) where applicable.<br>All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.         | 1,2,3               |
| Over the next three years maths, reading and writing attainment for disadvantaged pupils at the end of KS2 will improve to at least the national average.                                                       | 70% of disadvantaged children (non-SEND) are ARE.<br>Increased number of disadvantaged children are working at ARE in maths.<br>Increased number of disadvantaged children are working at ARE in maths.                                                                                                            | 1,2,3               |
| Children will know more and remember more as a result of a broad and balanced curriculum.<br>Wider curricular activities.                                                                                       | Children will have an increased understanding and experience of opportunities outside of school and their home environment.<br>Children can draw on and apply their experiences through multiple areas of learning.<br>Children will have an increased knowledge of the world away from their home.                | 4,5                 |
| Disadvantaged children are more resilient. Emotional and behavioural barriers are impacting less on children's learning.                                                                                        | Reduction in behaviour incidents.<br>Increase in the amount of time in school.<br>All disadvantaged children achieve intervention targets where applicable.<br>All disadvantaged children achieve pastoral support plan targets where applicable.<br>School will continue to signpost families towards early help. | 4,5                 |



|                                                                                                   |                                                                                                                                                                                                                                                           |     |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                                   | Teachers will use Nurture Approach (including assessments) which will inform planning.                                                                                                                                                                    |     |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Ensure attendance of all children including disadvantaged children is above National.</p> <p>The percentage of all pupils who are persistently absent being less than 8% and the figure among disadvantaged pupils being in line with their peers.</p> | 1,2 |

## Activity in this academic year 2026-27

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: £17,721

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Maintained staffing levels of teachers and support staff and high quality staff CPD is essential, including whole school staff meetings and INSET days. We work alongside the Boolean Maths Hub, Read Write Inc and Unlocking Excellence English Hub, as well as the continuation of Walkthrus and Instructional Coaching.                                                                                                                                                                                                                                      | EEF principles.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/proDUCTION/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/proDUCTION/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>                                                                                                                                                                                                                                          | 1, 2, 4, 5,                   |
| An embedding of an instructional coaching cycle that solidifies the bedrock of improvement in our QFT for all teachers. Moderation and QA across other primaries will be essential in maintaining high levels of expectations for all, in particular our most vulnerable children.<br><br>Our individual school improvement plan priorities raising outcomes, inclusive teaching and engaging families - we will continue to dedicate 50% of PDM (Professional Development Meetings) to teacher coaching. This year support staff will be even more of a focus. | Ensuring an effective teaching team is in front of every class, and that every teacher is supported and encouraged to keep improving, is the key ingredient of a successful school and should rightly be a top priority of pupil premium spending.<br><br><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a><br><br><a href="https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in.what%20works%20best%20in%20implementation.">https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in.what%20works%20best%20in%20implementation.</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> | 1                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |       |
| <p>Long-term investment (financial and time) to being a Voice 21 Oracy School. This programme supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life.</p> <p>Voice 21 is the national charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. Our three-year journey with Voice 21 will equip us as educators with the oracy expertise to transform our children's learning and life chances with and through talk. We are heading into our second year of Voice 21 focusing on talk tactics and oracy guidelines to ensure they are embedded throughout our three year journey.</p> | <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p> <p><a href="https://voice21.org/impact-report-2022-2023/">https://voice21.org/impact-report-2022-2023/</a></p> | 3     |
| <p>To support teaching and learning we have invested in a whole school approach to supporting social and emotional well-being (Nurture UK). We are delivering whole school training termly to continue to uphold these value and pastoral approaches to support our children's SEMH. Our Learning Mentor and Pastoral Team also work together across the school to help support and share best practice.</p>                                                                                                                                                                                                                                                                                                            | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                                              | 2,4,5 |

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

Budgeted cost: £17,721

| Activity                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                            | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| After school small group tutoring – targeted to fill gaps where required following on-going assessments                           | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>           | 1                             |
| In-School Small Group Tutoring - targeted to fill gaps where required following on-going assessments                              | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>           | 2, 4, 5                       |
| Copies of texts for all vulnerable children and curriculum support /breakfast club and after school club materials                | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>           | 2, 4, 5                       |
| Additional external agency involvement to support most vulnerable children e.g. Educational Psychologist/counselling/ involvement | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> | 1, 3                          |

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

Budgeted cost: £7,000

| Activity                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| This year we will consolidate the Nurture Approach to support social and emotional wellbeing across the school.<br>Continue and embed Pastoral support working with external agencies e.g. tuning into kids to help support our families as well as we do our children. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> | 2, 5                          |
| Increase in arts participation across the school to develop the cultural capital of all. (Music lessons, arts festival, performances etc)                                                                                                                               | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>                                                                                                                                                                                                                                                        | 2, 5                          |
| Designated staff to support specific needs and small groups in their social, emotional needs.                                                                                                                                                                           | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>                                                                                                                                                                                                                                                    | 1, 2, 3, 5                    |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                                                                                                                                                                                          | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a>                                                                                                                                                                                                                                                                      |       |
| Lead practitioners in Nurture UK Approach, Senior Mental Health in Schools lead – facilitate and organise and implement wider-strategies such as lunchtime clubs, family liaison (PFSA), working with external agencies.                                 | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a> | 2, 5  |
| Breakfast Club and After-school clubs which include opportunities that are rich in the arts/drama/music will support building of cultural capital: raise aspirations and broaden experiences for all, but in particular our most disadvantaged children. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>                                                                                                                                                                                                                                  | 2, 5  |
| Instrument hire and tuition with Somerset Music Service/Rock Steady.                                                                                                                                                                                     | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>                                                                                                                                                                                                                                  | 1,2,5 |
| Trips, residentials, increase in arts participation across the school etc                                                                                                                                                                                | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>     | 1,2,4 |

**Total budgeted cost: £42, 442**



## 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 **2024 to 2025** academic year.

#### 2024-2025 Pupils who are disadvantaged

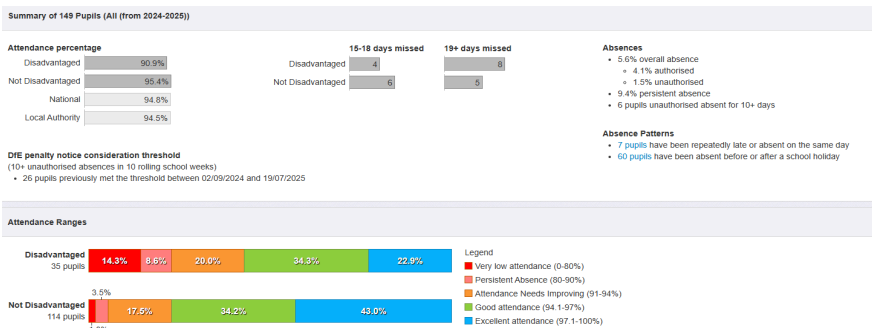
| Schools (8)                   | Pupils | Boys/Girls | SEND Provision | Pupil Premium | Persistent Absence |
|-------------------------------|--------|------------|----------------|---------------|--------------------|
| Berrow Primary Church Academy | 35     | 57% 43%    | 40%            | 91%           | 22.9%              |

#### 2025-2026 Pupils in 8 schools, who are disadvantaged

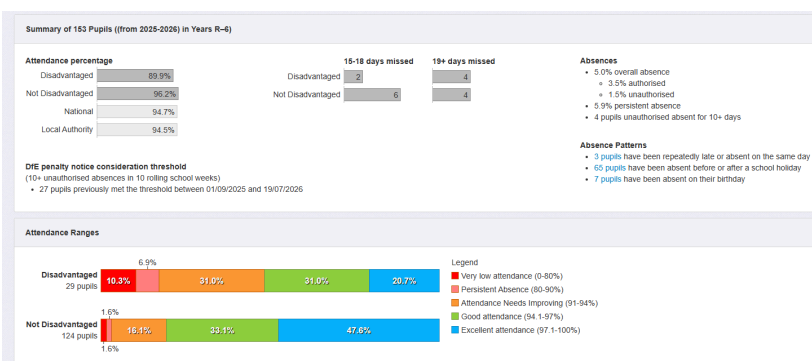
Section ▾

| Schools (8)                  | Pupils | Boys/Girls | SEND Provision | Pupil Premium | Persistent Absence | Average Attendance |
|------------------------------|--------|------------|----------------|---------------|--------------------|--------------------|
| Berrow Church Primary School | 29     | 62% 38%    | 21%            | 100%          | 17.2%              | 89.9%              |

### Attendance 2024-2025

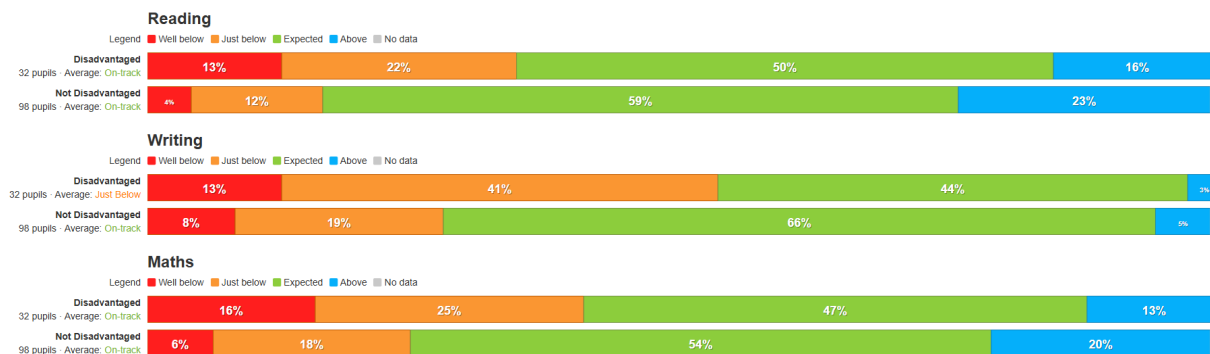


### Attendance 2025-2026





## Attainment 2024-2025

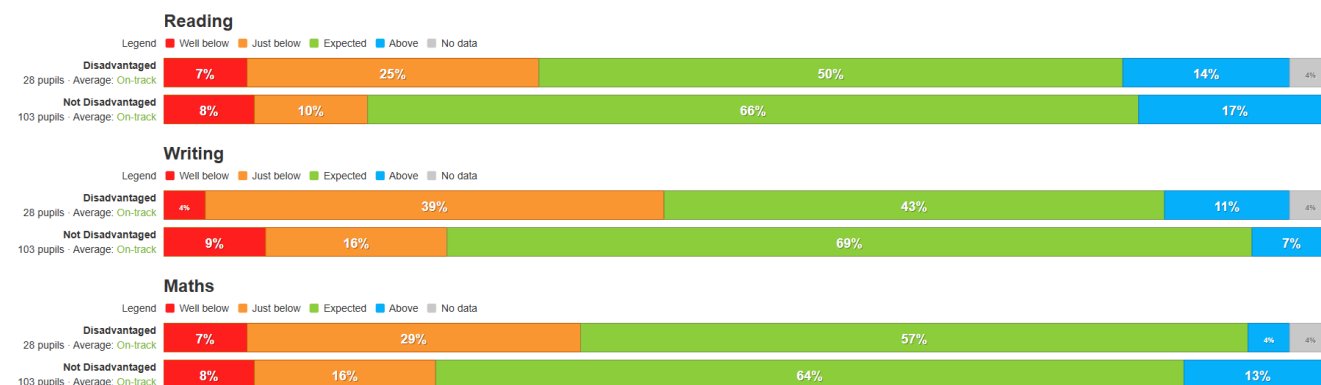


| Key Results - 2024-2025               |                                                   |        |               |                     |                 |                        |
|---------------------------------------|---------------------------------------------------|--------|---------------|---------------------|-----------------|------------------------|
| Assessment                            | Statistic                                         | Cohort | School Result | National Comparison | National Result | School Percentile Rank |
| KS2 Reading, Writing & Maths combined | % of pupils achieving the expected standard       | 24     | 54%           | Below               | 62%             | 30th                   |
| KS2 Reading, Writing & Maths combined | % of pupils achieving the higher standard         | 24     | 0%            | Below               | 8%              | 11th                   |
| Multiplication Tables Check (MTC)     | % of pupils scoring full marks (25/25)            | 31     | 45%           | At or above         | ~ 38%           | 69th                   |
| Phonics Screening Check               | % of pupils passing in Year 1                     | 16     | 88%           | At or above         | ~ 80%           | 74th                   |
| Early Years Foundation Stage          | % of pupils achieving a Good Level of Development | 18     | 83%           | At or above         | ~ 69%           | 92nd                   |

## Attainment 2025-2026

Attainment Overview for Pupils (from 2025-2026) in Years 1-6 - 2025-2026 Summer 2 - Teacher Assessment

Print



| Key Results - 2025-2026               |                                         |        |               |                     |                 |                        |
|---------------------------------------|-----------------------------------------|--------|---------------|---------------------|-----------------|------------------------|
| Assessment                            | Statistic                               | Cohort | School Result | National Comparison | National Result | School Percentile Rank |
| KS2 Reading, Writing & Maths combined | % achieving the expected standard       | 23     | 52%           | Below               | 63%             | 22nd                   |
| KS2 Reading, Writing & Maths combined | % achieving the higher standard         | 23     | 0%            | Below               | 9%              | 10th                   |
| Multiplication Tables Check (MTC)     | % scoring full marks (25/25)            | 23     | 52%           | At or above         | ~ 43%           | 70th                   |
| Phonics Screening Check               | % passing in Year 1                     | 21     | 95%           | At or above         | ~ 83%           | 91st                   |
| Early Years Foundation Stage          | % achieving a Good Level of Development | 22     | 91%           | At or above         | ~ 73%           | 97th                   |

## 2024-2025 Phonics - Pupils who are disadvantaged

| School                        | Y1 Test | Y1/Y2 Test | Y2 Re-Test |
|-------------------------------|---------|------------|------------|
| Berrow Primary Church Academy | 33% 67% | 29% 71%    | 100%       |

## 2025-2026 Phonics - Pupils who are disadvantaged

| School                       | Y1 Test | Y1/Y2 Test | Y2 Re-Test |
|------------------------------|---------|------------|------------|
| Berrow Church Primary School | 25% 75% | 17% 83%    | 100%       |

## 2024-2025 EYFSP - Pupils in 7 schools, who are disadvantaged

| School                        | EYFS GLD |
|-------------------------------|----------|
| Berrow Primary Church Academy | 33% 67%  |

## 2025-2026 EYFSP - Pupils in 7 schools, who are disadvantaged

| School                       | EYFS GLD |
|------------------------------|----------|
| Berrow Church Primary School | 100%     |

## 2023-2024 Summer2 Main Assessment for Pupils who are disadvantaged

S

| School                        | Reading         | Writing     | Maths           | All At/Above Expected |
|-------------------------------|-----------------|-------------|-----------------|-----------------------|
| Berrow Primary Church Academy | 25% 21% 39% 14% | 21% 25% 46% | 25% 18% 46% 11% | 64% 36%               |

## 2024-2025 Summer2 Main Assessment for Pupils who are disadvantaged, in

Section ▼

| School                        | Reading     | Writing     | Maths       | All At/Above Expected |
|-------------------------------|-------------|-------------|-------------|-----------------------|
| Berrow Primary Church Academy | 25% 25% 50% | 25% 50% 25% | 25% 25% 50% | 75% 25%               |

## 2025-2026 Summer2 Teacher Assessment for Pupils who are disadvantaged

Section ▼

2

| School                       | Reading | Writing | Maths   | All At/Above Expected |
|------------------------------|---------|---------|---------|-----------------------|
| Berrow Church Primary School | 50% 50% | 50% 50% | 50% 50% | 50% 50%               |

Attainment of our disadvantaged children is improving especially in Maths and Reading, there is still room for improvement in all core areas however, particularly writing. This fundamentally comes down to securing the foundational skills. Attitudes and reactions towards illnesses are different since the pandemic and also attitudes towards taking term time holiday due to the pressures of the cost of living. We continue to work hard to ensure children and families are in school. There was, however, significant progress in the teaching of phonics due to the embedding of Read Write Inc, improving attendance and increasing family engagement. This enabled all pupils to



make good progress with stronger outcome at the end of KS1 and KS2 in 24/25 than previous years. Our GLD, PSC and MTC outcomes sit above National Average.

However, an area for development is writing across both key stages to ensure the best outcomes for children by the end of their primary phase. We aim to improve to ensure outcomes for both disadvantaged and non-disadvantaged reaches in line with or above National average by the end of this plan.

We continue to use our safeguarding portal My Concern to enable all staff to report robustly and consistently any safeguarding concerns shared with the safeguarding team. This procedure enables safeguarding leads to track concerns more effectively and ensure needs are met more efficiently both within school and with external agencies.

We are very proud of the increasing positive engagement we have with our wider community. We will continue to work hard in this area.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |



## Further information (optional)

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