

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Berridge Primary School
Number of pupils in school	643
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26
Date this statement was published	04.11.25
Date on which it will be reviewed	31.10.26
Statement authorised by	Jamie Tee
Pupil premium lead	Becky Maltby
Governor / Trustee lead	Michelle Dennis (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024/2025=300,406 2025/36=£291,676
Early Years Pupil Premium Funding (indicative)	£8771
LAC/PLAC Pupil Premium Funding	£2630
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£291,676

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges and barriers faced by EAL pupils, those that are new to the country as well as SEND pupils.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, particularly those who are EAL or have a special educational need.

Principles to our approach

- Ensure all disadvantaged children are challenged in the work they are set
- Act early to intervene at the point need is identified
- Use assessments to measure impact of teaching, learning and interventions
- Support all aspects of a child's life

Challenges 2024-2027

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

Challenge number	Detail of challenge
1	Speaking & listening Drop-ins, discussions with pupils and discussion work within lessons indicate vocabulary gaps among many of our disadvantaged pupils. Disadvantage pupils enter foundation with low levels of communication and language, especially those where English is not spoken on the home. This was impacted further through lockdown when many children had few opportunities to speak English at home. There has been a significant increase in the number of high-level needs pupils with communication barriers entering the school.
2	Phonics Assessments indicate that disadvantaged pupils attain lower in phonics than other pupils. We know that many of our disadvantaged children do not read at

	home. They also face the added barrier that English is not spoken or read in the home.
3	Reading Assessments show that disadvantaged pupils do not achieve as well as others in reading. Engagement and reading skills of the parents of our disadvantaged children is lower than that of other parents meaning our disadvantaged children do not read at home as often as others and parents do not promote the importance of reading. They have less opportunities outside of school to read for pleasure and are not exposed to a range of genres and authors outside of school. The vocabulary gap is also a barrier to reading for many of our disadvantaged pupils.
4	Attendance Attendance and persistence absence is a challenge to our school post covid. Many children live outside of catchment or have siblings at other schools, meaning parents have to drop off and collect from more than one school. The majority of our families live in rented accommodation and there is also high mobility leading to unstable 'roots' for our children which effects school attendance. Many families are living in temporary accommodation, including hotels well outside the catchment area. Attitudes towards attendance has altered post covid and many parents are reluctant to bring their children to school regularly.
5	Social equality and the impact on mental health The increase costs of everyday living have had an impact on our children and families. Many parents have to access Foodbanks and some of our families are homeless and living in temporary accommodation, including hotels well outside the school catchment. Poverty and economic hardship come with exposure to stress, time constraints and a struggle to afford the things that give children the best opportunity to succeed such as visits to museums and other cultural experiences. They are not given the same opportunities to build their cultural capital.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Drop-ins indicate significantly improved oral language among disadvantaged pupils. This is also evident in pupil's engagement in lessons, particularly talk partner and group activities. Evidence of this improvement will be reflected in children's writing. Disadvantaged pupils in EYFS build the foundation for good speaking and listening skills and begin to narrow the gap between

	Pupil premium and non-pupil premium children
2&3. Improved phonics and reading attainment among disadvantaged pupils.	Phonics data shows that the gap between Pupil premium and Non-Pupil Premium children is narrowed by the end of Year 1. Pupil Premium children are in line with all pupils. KS2 reading outcomes show that disadvantaged pupils are in line with national average in reaching the expected standard Internal school data shows that the gap is narrowed as Pupil Premium children progress through school
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Sustained high attendance demonstrated by the overall unauthorised absence rate for all pupils being in line with national average
5. To achieve and sustain support for all our families and their well-being, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by qualitative data from student voice and Learning Mentor assessments. Behaviour and bullying logs show a decrease in incidents Pupil mental health is not a barrier to attending school

Activity in academic year 2025/26

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

Teaching 2025/26

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a phonics lead to ensure validity to the scheme continues through monitoring and coaching Release time for our new teachers and TAs to observe our lead practitioners	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,3

Purchase new reading books following audit Release time for our SENDCO, lead SEND teacher and phonics lead to support the teaching of phonics in the Nest and Bee Hive. Subscription to 'Little Wandle so staff can access all training, weekly newsletter, updated planning and assessment tools	<u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> A phonics scheme that includes guided reading will support our EAL children to improve their comprehension and S&L skills	
Reading leads release time to deliver CPD, refine reading assessment systems, monitor the teaching of reading	Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement. This is according to analysis of Pupil Premium statements conducted by the Education Endowment Foundation (EEF) and undertaken to support their suite of new resources to help schools use their Pupil Premium funding in the most effective ways. EEF Guide to the Pupil Premium	3
Release time for Maths leads to complete Mastery Number at Reception and Key Stage One course with a focus on Maths oracy	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Maths guidance KS 1 and 2.pdf</u> (<u>publishing.service.gov.uk</u>)	1
Release time for Writing leads to deliver CPD focusing on the links between oracy and writing	Spoken language is as important for writing as for reading Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently. <i>DfE Writing framework summary</i>	
Staff training and release time funded to support staff around dialogic activities across the school curriculum. Purchase resources to support this	There is a strong evidence base that suggests oral language interventions such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

	<u>Oral language interventions Toolkit</u> <u>Strand Education Endowment</u> <u>Foundation EEF</u>	
High-quality CPD provision to raise standards in teacher core subject content and overall teaching and learning standards	<i>EEF states:</i> Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap...The need is clear, therefore, for Professional Development to be well-designed, selected, and implemented so that the investment is justified.	1,2,3
Purchase of standardised diagnostic assessments	Embedding formative assessment aims to create a culture of continuous improvement in schools by embedding formative assessment practices. These practices help teachers understand pupil learning, identify areas for improvement, adapt teaching strategies to individual needs, thereby enhancing pupil attainment <i>EEF-Embedding Formative assessment</i>	2,3
Release time for ECT, mentor a tutor. Release time for our recently qualified teachers to continue developing their skills as quality first teachers	Supported ECTs are more likely to feel confident and prepared to deliver high-quality instruction and manage their classrooms effectively. Strong support systems help ECTs develop their teaching skills, refine their pedagogical approaches, and adapt to the challenges of the classroom environment <i>Teacher Development Trust</i>	1,2,3
Release time for phase leaders to look at data for impact and gaps for disadvantaged pupils and to hold regular Pupil Progress Reviews with teachers.	EEF research shows that small group intervention can add 4 months progress over a school year	1,2,3
Release time to support staff complete NPQs-supporting to grow new leaders in school	How leadership has helped narrow the gap: Developing and motivating the workforce to improve outcomes for vulnerable groups: ensuring that staff have an understanding of the vision for narrowing the gap; making	1,2,3

	it clear to staff how their roles contribute to improving outcomes; developing the emotional connection staff have with vulnerable young people <i>Narrowing the gap in outcomes: leadership NFER</i>	
Release time for SENDCO and curriculum lead to ensure adaptations across the curriculum support SEND and EAL learners. CPD will be delivered to staff, coaching and monitoring activities	In inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. <i>Guidance Report: Special Education Needs In school EEF</i>	1,2,3
Leadership time, CPD and resources to implement the Boys in Mind & Adventure Island project.	The evidence tells us that developing quality practice, and supporting every educator to keep improving, are both especially important for socio-economically disadvantaged pupils. Investing in quality should be a top priority for EYPP spending. <i>Getting it right for Dis-advantaged children EEF</i>	1,2,3,4

Targeted academic support 2025/26

Budgeted cost: £160,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver after school tuition for targeted pupils in Y6	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Additional TA running targeted phonics interventions in Y1 and Y2	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,
Targeted phonics interventions for	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2,3

disadvantaged pupils in Key Stage 2 who require further support	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
Release time for reading leads to quality assure phonics teaching and interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2,3
SEND support for High Level Need pupils including our SEND school provision at both sites	EEF: Special educational Needs in Mainstream Schools-Recommendations An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.	1,2,3,4

Wider strategies 2025/26

Budgeted cost: £104,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% discount on visits and trips for disadvantaged pupils	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age.	1,4,5
Parent support workers time to support parents who speak little or no English in promoting phonics and reading at home.	Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,

Parent support workers to support with attendance and socio-economic barriers	The relationship between deprivation and education is crucial for understanding the significant impact deprivation has on later outcomes in adulthood. There is a very clear pathway from childhood poverty to reduced employment opportunities, with earnings estimated to be reduced by between 15 and 28% and the probability of being in employment at age 34 reduced by between 4 and 7% (Blanden, Hansen & Machin, 2008). <i>Deprivation and education, The evidence on pupils in England, Foundation stage to Key Stage 4 (March 2009)</i>	4,5
Learning mentor time to support with emotional well-being.	NHS data from 2023 demonstrates a strong link between school absences and mental health problems, with children experiencing mental health issues being <u>seven times more likely to have missed at least 15 days of school</u> compared to those without. https://cypmhc.org.uk/publications/not-in-school/ <i>Not in School: The Mental Health Barriers to School Attendance</i>	1,2,3,5
Learning mentor time to support targeted pupil's attendance	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. <i>Working together to improve school attendance</i>	4,5
Attendance lead	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. <i>Working together to improve school attendance</i>	4,5

Forest Schools- funding for groups of pupils to attend	Research shows that disadvantaged groups, particularly families living in inner cities, are less likely to visit green spaces than better off peers, yet evidence shows visiting a park or forest has benefits for children's physical and mental wellbeing <i>CYP Now's special report on outdoor learning summarises</i>	1,4,5
Gardening experiences for all KS2 Pupil Premium children & children in our EYFS/ KS1 enhanced provision	Research has shown that spending more time in nature has a beneficial impact on our mental health. In fact, research funded by the Natural Environment Research Council (NERC) and the Economic and Social Research Council (ESRC) has found that living with a regular view of a green space provides health benefits worth £300 per person per year. <i>UK research and innovation:</i>	1,4,5
Mini buses up keep to reduce the cost of trips	Primary Schools - within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities. <i>Ofsted, 'The curriculum in successful primary schools' 553. 2002.</i>	1,4
Artefacts hired and purchased to support learning across the curriculum	Report by the <i>UK charity Art Fund</i>- September 23 found: 52% of less privileged pupils have visited a museum in the past year, compared with 70% of those with more advantaged upbringings Another factor affecting access is geographical location, with pupils from London far more likely to have visited a museum in the past 12 months than those in other regions. The report found that 75% of pupils in the capital had attended over this time compared with... 57% in the Midlands.	1,4

Activity in academic year 2024/25

This details how we intend to spend our pupil premium (and recovery premium funding) **last academic year** to address the challenges listed above.

Teaching 2024/25

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a phonics lead to support in implementing this scheme with new teachers Fund release time for our new ECT to access the phonics training and watch lead practitioners Release time for other teachers and TAs to observe our lead practitioners Purchase updated resources to ensure high quality teaching is supported with the necessary resources. Purchase SEND phonics resources to ensure all children can access the scheme Subscription to Little Wandle so staff can access all training, weekly newsletter, updated planning and assessment tools	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF A phonics scheme that includes guided reading will support our EAL children to improve their comprehension and S&L skills	1,2,3
Release time for Maths leads to complete Maths Mastery course-with focus on oracy in Maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	1

	<u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u>	
Staff training and release time funded to support staff around dialogic activities across the school curriculum. Purchase resources to support this	There is a strong evidence base that suggests oral language interventions such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u>	1
CPD opportunities for all staff to support their individual needs to ensure quality first teaching is seen across school	<i>EEF states:</i> Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap...The need is clear, therefore, for Professional Development to be well-designed, selected, and implemented so that the investment is justified.	1,2,3
Purchase of standardized diagnostic assessments	Embedding formative assessment aims to create a culture of continuous improvement in schools by embedding formative assessment practices. These practices help teachers understand pupil learning, identify areas for improvement, adapt teaching strategies to individual needs, thereby enhancing pupil attainment <i>EEF-Embedding Formative assessment</i>	2,3
PSHE release time to implement and monitor 'No Outsiders' new scheme. PSHE release time to monitor the subject and ensure wellbeing is a high priority in the curriculum.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. <u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</u> EEF: Improving social and emotional learning in the classroom	1,4,5
Release time for phase leaders to hold regular Pupil Progress reviews with teachers	EEF research shows that small group intervention can add 4 months progress over a school year	1,2,3

Targeted academic support 2024/25

Budgeted cost: £178,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver after school tuition for targeted pupils in Y6	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Additional TA running targeted phonics interventions in Y1 and Y2	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,
Targeted phonics interventions for disadvantaged pupils in Key Stage 2 who require further support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Release time for reading leads to quality assure phonics teaching and interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Additional 1:1 reading support for disadvantaged children in Y3 whose families find it difficult to support reading at home	The DfE 'Research evidence on reading for pleasure' demonstrates a wealth of evidence that links reading for pleasure with reading attainment, including Clark 2011; Clark and Douglas 2011 research that concluded that 'Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment'.	2,3
SEND support for High Level Need pupils including our SEND school provision	EEF: Special educational Needs in Mainstream Schools-Recommendations An inclusive school removes barriers to learning and participation, provides an education that is appropriate	1,2,3,4

	to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.	
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Wider strategies 2024/25

Budgeted cost: £104,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% discount on visits and trips for disadvantaged pupils	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age.	1,4,5
Funding for curriculum enrichment to deepen learning experience	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age.	1,4,5
Parent support worker time to support parents who speak little or no English in promoting phonics and reading at home.	Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,
Parent support worker to support with attendance and socio-economic barriers	The relationship between deprivation and education is crucial for understanding the significant impact deprivation has on later outcomes in adulthood. There is a very clear pathway from childhood poverty to reduced employment opportunities, with earnings estimated to be reduced by between 15 and 28% and the probability of being in	4,5

	employment at age 34 reduced by between 4 and 7% (Blanden, Hansen & Machin, 2008). <i>Deprivation and education, The evidence on pupils in England, Foundation stage to Key Stage 4 (March 2009)</i>	
Learning mentor time to support with emotional well-being.	NHS data from 2023 demonstrates a strong link between school absences and mental health problems, with children experiencing mental health issues being <u>seven times more likely to have missed at least 15 days of school</u> compared to those without. https://cypmhc.org.uk/publications/not-in-school/ <i>Not in School: The Mental Health Barriers to School Attendance</i>	1,2,3,5
Learning mentor time to support targeted pupil's attendance	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. <i>Working together to improve school attendance</i>	4
New Attendance Officer roll for school (2 days a week)	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. <i>Working together to improve school attendance</i>	4,5
Forest Schools-funding for groups of pupils to attend	Research shows that disadvantaged groups, particularly families living in inner cities, are less likely to visit green spaces than better off peers, yet evidence shows visiting a park or forest has benefits for children's physical and mental wellbeing <i>CYP Now's special report on outdoor learning summarises</i>	1,4,5

Gardening experiences for all KS2 Pupil Premium children	Research has shown that spending more time in nature has a beneficial impact on our mental health. In fact, research funded by the Natural Environment Research Council (NERC) and the Economic and Social Research Council (ESRC) has found that living with a regular view of a green space provides health benefits worth £300 per person per year. <i>UK research and innovation:</i>	1,4,5
Mini bus and driver to reduce the cost of trips	Primary Schools - within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities. <i>Ofsted, 'The curriculum in successful primary schools' 553. 2002.</i>	1,4
Artefacts hired and purchased to support learning across the curriculum	Report by the <i>UK charity Art Fund</i>- September 23 found: 52% of less privileged pupils have visited a museum in the past year, compared with 70% of those with more advantaged upbringings Another factor affecting access is geographical location, with pupils from London far more likely to have visited a museum in the past 12 months than those in other regions. The report found that 75% of pupils in the capital had attended over this time compared with... 57% in the Midlands.	1,4

Part B: Review of outcomes each academic year:

Review of outcomes in the academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

Challenge number	Impact
1	Speaking & listening Monitoring activities shows that Speaking and Listening opportunities are planned into the curriculum. Wider opportunities such as Forest Schools, gardening and trips have given the children the opportunity to widen their experiences and as a result widen their choice of vocabulary. EYFS data 2025 shows that pupils, particularly those from a disadvantaged background, continue to enter school below the expected levels of oracy skills. This challenge will continue to be a focus in the next academic year with a greater focus on supporting EYFS pupils. <i>EYFS Listening, attention and understanding outcomes 2025:</i> Not Pupil Premium Eligible= 70.3% Pupil premium Eligible=54.5% (-15.8%) <i>EYFS Speaking outcomes 2025:</i> Not Pupil Premium Eligible= 71.6% Pupil premium Eligible=54.5% (-17.1%) Introduction of SLAM (Speak Like A Mathematician) has improved children's oracy skills in Maths. This has had a positive impact on end of key stage Two outcomes: 2024= 44.1% of Pupil Premium Eligible pupils met the expected standard in Maths 2025=66.7% of Pupil Premium Eligible pupils met the expected standard in Maths 2025 outcomes are 22.6% higher than 2023 Ongoing focus: • EYFS to follow Boys in Mind programme to support with language acquisition • Further CPD for all staff around Oracy • CPD around the development from spoken language to written language as advocated in the new Writing Framework

2	Phonics Data from the Year One phonics screening shows that Pupil Premium funding is having an impact on early reading but there is still a gap national and school. Year One Phonics screening 2024: All pupils=66% Pupil Premium Eligible=75% (+9%) For the second year running the gap has narrowed between Pupil Premium Eligible and Non-Pupil Premium Eligible. The percentage of disadvantaged pupils reaching the pass mark is up 6.8% from on last year. This is still below national average (81%) and so continues to be a challenge for us. Ongoing Focus: • Ongoing CPD for staff • Continue use Teaching Assistants to run targeted interventions
3	Reading Pupil premium children continue to perform below their non-disadvantaged peers. However, the gap is closing compared to outcomes for 2023. <i>Pupils reaching the expected level at end of Key Stage Two 2024:</i> All= 73.3% Pupil Premium Eligible=64% Pupil Premium Eligible is 9.3% lower than 'All' pupils Pupils reaching the expected level at end of Key Stage Two 2023 were 35.3% 2024 outcomes for Pupil Premium children are 28.7% higher than 2023 Ongoing focus: • Early reading continues to be a focus • CPD on Fluency • Reading interventions in place and progress tracked through improved assessments • Updated reading curriculum at Key Stage Two that has a greater emphasis on vocabulary and fluency
4	Attendance Pupil premium children attendance is in line with all children who attend Berridge but still below national average. School attendance 24/25= 92% Pupil Premium attendance 24/25=92.5% On Going focus: • CPD for attendance lead • Work closely with NCC Education Welfare team • Weekly welfare visits.

5	Social equality and the impact on mental health Entry and exit data around wellbeing from the school's learning mentor and gardener shows that children's understanding of wellbeing is improving. Our parent support team continue to impact on the lives of our families. All but 1 of the families supported by our family support team were Pupil Premium Eligible Our learning mentor supported 32 Pupil Premium Eligible pupils with Emotional Literacy and wellbeing support this year
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