

Barlow Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2023-2024 academic year onwards, 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	Barlow C of E Primary School
Number of pupils in school (as at October 2023)	69 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	1.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/26
Date this statement was first published	January 2024
Date on which it will be reviewed	Annually
Statement authorised by	Suzanne MacDonald
Pupil premium lead	Suzanne MacDonald
Governor / Trustee lead	Anna Burr

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2023-2024 (based on Census at October 2022)	£5533
Recovery premium funding allocation this academic year	£2270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7803

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum, particularly in writing.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To maximise partnership working with external agencies and parents to access support for families and young people, impacting positively upon their ability to make good progress.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.
- Providing quality CPD for all staff to raise the profile and attainment of students eligible for Pupil Premium funding within the school.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Providing a nurturing and supportive environment for all children, led by the pastoral support officer.
- Ensuring the structure of the curriculum enables all children to know more and remember more, with learning built systematically in all subjects in all year groups.
- Ensuring the strategic leadership of training and development for all adults across the school supports improved outcomes for all pupils. Pupil Premium can be used to support whole school areas of enhancement that will directly impact on provision for pupil premium children.
- Recognising that there are also a number of disadvantaged children who also have special educational needs. We therefore plan expenditure to combat the common barriers we see in school.

Achieving these objectives:

The range of provision the school consider making for this group include, but are not limited to:

- Ensuring high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- Quality training for staff, regular monitoring and targeted improvements to the classroom offer.
- Utilising the skills within the staff team to provide bespoke tutoring for key pupils to close the gap. This will be delivered through pre-teach and post-teach work alongside tutoring.
- Investment in resources to improve the quality of teaching and learning, particularly in the foundation subjects linked to the new Guerrilla curriculum.
- Providing an outstanding extra-curricular timetable. We do this by providing high quality music and art lessons to expose our disadvantaged children to high quality provision. In addition, we provide sports coaches to ensure physical development is prioritised, and we utilise funds to improve the school grounds for physical and social development.
- Additional learning support. This includes staff employed to work directly with vulnerable children including those with an EHCP or social worker. This includes pupils who require 1:1 support.
- Family support work - liaising directly with our vulnerable families, ensuring a delicate balance of support whilst operating in the role as a critical friend.
- Offer pastoral support for disadvantaged children; this includes ELSA and Compass Buzz trained staff, a senior mental health leader within school and training for our children, such as peer mediation and playground leaders.
- Effective partnership working with external professionals and parents to ensure quick and successful intervention to accelerate progress.
- Support payment, where possible, for activities, educational visits and residentials, ensuring children are included with wider opportunities within school.
- Provide Breakfast Club for disadvantaged pupils to ease transition from home to school and allow children to be in a positive mind-set when approaching learning.
- Support vulnerable families to ensure the pupils reach their attendance target.

Challenges

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

Challenge number	Detail of challenge
1	The education and wellbeing of many of our disadvantaged pupils have been impacted upon by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
2	High levels of family support accessed across the school community resulting in pupils who are emotionally and socially vulnerable which impacts on their wellbeing and readiness to learn
3	Limited opportunity to engage with peers during the lockdowns as resulted in stunted emotional maturity, impacting upon sustaining positive relationships with their peers.
4	Low attendance and persistent absenteeism of disadvantaged children.
5	A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.
6	Supporting staff effectively to teach mixed-aged classes when developing the curriculum.

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
Improved progress and attainment in writing for disadvantaged pupils.	<p>100% of pupils make expected progress in writing, and 30% make better than expected progress in writing.</p> <p>Year 6 Age-related expectations - 75% Year 6 Greater Depth - 30%</p> <p>Year 2 Age-related expectations - 77% Year 2 Greater Depth - 35%</p> <p>80% of EYFS pupils to attain GLD in writing.</p>

<p>To develop and embed a knowledge-rich curriculum throughout the school that leads to a diminishing difference in progress between disadvantaged children and other pupils in all year groups.</p>	<ul style="list-style-type: none"> • High quality teaching of reading consistently leads to strengthening outcomes for all pupils. • All relevant staff have received external training and are delivering our bespoke White Rose Curriculum effectively, impacting upon the children learning, knowing and remembering more. • All Teachers have received targeted CPD to enrich split key stage foundation teaching. • Key knowledge for topics identified in each curriculum subject, knowledge organisers to be developed to support the retention of key information and vocabulary. • Subject leaders have a clear progression of knowledge and skills for their curriculum areas.
<p>To ensure that provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn.</p>	<ul style="list-style-type: none"> • Pastoral support staff have been appointed (Pastoral Support Officer, a Pastoral Deputy and a TA Pastoral Lead at each school). • Pastoral provision is established and embedded within the day-to-day life of the school. • Training for all staff to identify families and pupils who need support, leading to quicker responses and impact. • Pupil mental health needs are addressed with families and partner agencies, impacting upon improved attendance and progress. • ELSA training has been completed and is affecting good outcomes for pupils with SEMH difficulties. • 'Continuum of need' established routinely across the school.
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils will increase to 93% and above, increasing term on term. • Monitoring of attendance by the Executive Headteacher and Pastoral Support Officer brings about an increase in PP pupils' attendance and a decrease in persistent absence.
<p>Improved engagement with families and external agencies, removing barriers to learning.</p>	<p>Vulnerable pupils with low attendance improve to 93%, resulting in these pupils making expected progress.</p> <p>Referrals are engaged with impacting upon support in the home for families. Pupils make</p>

	<p>expected progress and pupil emotional well-being improves, captured in pupil voice questionnaires and engagement in teaching time.</p> <p>LA attendance lead is involved immediately with vulnerable families.</p>
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Activity in this academic year

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identifying the gaps in learning for pupils, using age-standardised tests – PIRA and PUMA tests and phonic screening, with all pupils in years 2-6, on a termly basis.</p> <p>Staff supported to address gaps in learning through training.</p>	<p>Standardised tests provide accurate and reliable information regarding gaps in children's understanding. They identify in which areas pupils require support so that interventions can be tailored accordingly.</p> <p>See EEF Evidence on diagnostic assessment: High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 5, 6
<p>Targeted CPD in curriculum development to deliver the White Rose Curriculum to support sequenced teaching so children know more and remember more.</p> <p>New teacher CPD in place for new TA's and teachers appointed across the federation.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1).</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1, 5, 6
<p>New SEN support TA to work with SENDCo, training her to monitor, screen and</p>	<p>The SENDCo will coaching and mentor the newly appointed SENS TA impacting positively upon quality support for SEND pupils.</p>	1, 5, 6

support the improvement of learning for PP and vulnerable pupils with additional SEND needs.	<p>The new SEND TA will have a thorough understanding of how to monitor, support and challenge staff, ensuring that the correct support is in place for the most vulnerable learners.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6803

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based interventions</p> <p>TA's trained and strategically deployed across school to ensure maximum impact. Decisions about class evidence-based interventions delegated to class teachers; to be based on data drivers and in conjunction with SLT after Pupil Progress meetings.</p> <p>TA's used widely for focused interventions and more generally in maths lessons to ensure that the same day intervention approach used to target children during the class teaching sessions.</p>	<p>The EEF toolkit recommends the use of timely, evidence-based interventions led by qualified staff as the most effective use of interventions support.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>EEF evidences that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 5, 6

<p>Pre- and post-teaching strategies used by staff daily.</p> <p>Specific additional 1:1 support for pupils requiring a more tailored support approach.</p> <p>Children to access learning platforms as regularly as possible during the school day (and at home) inc. Bug Club, Times Table Rockstars, Purple Mash...</p> <p>Class teachers are upskilled to use focus education cards to identify and plug gaps.</p>		
<p>School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,5

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

Budgeted cost: £0 contribution from Barlow Primary as lower Pupil Premium funding than two other schools in federation

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retain the Pastoral Support Officer to work full-time permanently in and enhanced role.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	2, 3, 4

Increase the capacity of the pastoral team by supporting the new deputy into role and ensuring that each school has a pastoral support lead to deliver SEMH interventions daily.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4
Whole staff training on behaviour management and wellbeing approaches with the aim of developing our school ethos and improving behaviour and wellbeing across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Other pastoral support – free Breakfast Club and milk in school Therapy dog and healthy school sessions	Opportunities to join peers on residentials impacts positively upon engagement, life skills and learning. Pupils who receive good nourishment at school are able to sustain increased concentration, impacting upon progress. Therapy dog support pupils to emotionally regulate and support with reluctant readers, impacting upon reading progress and de-escalation strategies, impacting upon positive behaviours. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3,5

Total budgeted cost: £ 7803

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 2022 – 2023 academic year.

Our internal assessments during 2022-2023 suggest that the performance of disadvantage pupils perform at varying abilities in reading, writing and maths in the different year groups. There is no common trend or pattern of year groups that are considerably above or below the national data. Individual analysis of the reasons for these outcomes indicates restrictions and limitations of attendance and consistency of provision due to parental mental health and pupil mental health, particularly linked to bereavement. The impact was mitigated by our resolution to maintain a high-quality curriculum, including careful deployment of our pastoral team to support with home visits, attendance meeting and Child Protection meetings. Online learning has been offered to families with long term medical needs during periods of absence and close liaison with LA leads for attendance and Child Protection.

Our review of last year's pupil premium strategy is:

1. Improved progress and attainment in writing for disadvantaged pupils.

100% of pupils make expected progress in writing – Achieved

and 30% make better than expected progress in writing – Achieved

Year 6 Age-related expectations - 75% = 50%

Year 6 Greater Depth - 50% - Achieved

Year 2 Age-related expectations – 0% - Child made good progress.

90% of EYFS pupils to attain GLD in writing – 0% no PP in this year group.

2. To develop and embed a knowledge-rich curriculum throughout the school that leads to a diminishing difference in progress between disadvantaged children and other pupils in all year groups.

High quality teaching of reading consistently leads to strengthening outcomes for all pupils. –

EYFS Outcomes: 83%

Year 1 Phonics: 91%

Year 2: 83%

Year 6: 57%

• All relevant staff have received external training and are delivering the Guerrilla curriculum effectively, impacting upon the children learning, knowing and remembering more. **Strong outcomes at Ofsted for Burton Salmon Primary and Chapel Haddlesey Primary indicate that the curriculum is strong. Pupil voice and external reviews also evidence this.**

• All Teachers have received targeted CPD in the use of the Mastery approach in foundation subject lessons. **This is on-going as the focus on use of assessment within curriculum took precedence. Assessment of the foundation subjects is accurate.**

• Key knowledge for topics identified in each curriculum subject, knowledge organisers to be developed to support the retention of key information. • Subject leaders have a clear progression of knowledge and skills for their curriculum areas. **Strong outcomes at Ofsted for Burton Salmon and Chapel Haddlesey Primaries indicate that the curriculum is strong. Pupil voice and external reviews also evidence this.**

3. To ensure that provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn.

Pastoral provision is established and embedded within the day to day life of the school. • Training for all staff to identify families and pupils who need support, leading to quicker responses and impact has been delivered. **Support is timely and bespoke. Range of interventions is varied** • Pupil mental health needs are addressed with families and partner agencies, impacting upon improved attendance and progress. **Attendance is over 95%**

4. All disadvantaged pupils will meet national expectations for attendance/persistent absence.

Pupil Premium pupils' attendance was 94%. Target was 93%.

5. Improved engagement with families and external agencies, removing barriers to learning.

Vulnerable pupils with low attendance improve to 93%, resulting in these pupils making expected progress. Referrals are engaged with impacting upon support in the home for families. Pupils make 6 expected progress and pupil emotional well-being improves, captured in pupil voice questionnaires and engagement in teaching time

Referrals supported improved attendance. Progress improved with one child attaining Greater Depth in writing in Year 6.

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
White Rose Maths	Trinity MAT
No-Nonsense Spelling	Babcock Spelling

Language Angels	French scheme
Purple Mash	Computing Scheme
Times Table Rock Stars	Maths Support
Sing Up	Music Scheme
Kent Science Scheme	Science Scheme

Service pupil premium funding

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?	Phonics catch-up.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils reading at expected level for their age-range.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- having used the DfE grant to train a senior mental health lead. The training we have selected focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- We work closely with our partner schools within the federation to peer review and challenge strategy in school.