# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Barnston Primary School |
| Number of pupils in school | 306/7 |
| Proportion (%) of pupil premium eligible pupils | 4.2% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | Three years |
| Date this statement was published | 19/5/2022 |
| Date on which it will be reviewed | 19/5/2025 |
| Statement authorised by | Jill Pearson |
| Pupil premium lead | Jill Pearson |
| Governor / Trustee lead | Frank Cogley 22/3 Cathy Cotgrave 23/5 |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £13 095 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £13 095 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| By following the key principles below, we believe we can maximise the impact of our pupil premium spending.  ***Building Belief***  We will provide a culture where:  • staff believe in ALL children  • there are “no excuses” made for underperformance  • staff adopt a “solution-focused” approach to overcoming barriers  • staff support children to develop “growth” mindsets towards learning  ***Analysing Data***  We will ensure that:  • All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school  • We use research and training to support us in determining the strategies that will be most effective  ***Identification of Pupils***  We will ensure that:  • ALL teaching staff and support staff are involved in the analysis of data and identification of pupils  • ALL staff are aware of who pupil premium and disadvantaged children are  • ALL pupil premium children benefit from the funding, not just those who are underperforming  • Underachievement at all levels is targeted (not just lower attaining pupils)  • Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”  ***Improving Day to Day Teaching***  We will continue to ensure that all **children** across the school receive quality first teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:  • Set high expectations  • Address any within-school variance  • Ensure consistent implementation of the non-negotiables, e.g. marking feedback and guided reading  ***Increasing learning time***  We will maximise the time children have to “catch up” through:   * Early morning phase in used effectively * Continuing to expect high attendance and punctuality * Providing earlier intervention (KS1 and EYFS) * Extended learning out of school hours   ***Individualising support***  *“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*  We will ensure that the additional support we provide is effective by:  • Looking at the individual needs of each child and identifying their barriers to learning  • Ensuring additional support staff and class teachers communicate regularly  • Using team leaders to provide high quality interventions across their phases  • Matching the skills of the support staff to the interventions they provide  • Working with other agencies to bring in additional expertise for example, Orrets Meadow Maths and English and Rebecca Pearson Speech and Language.  In order to achieve the best outcomes from out PPG, we apply the EEF’s recommended Tiered Planning Model to target provision in the following areas:  • **Quality First Teaching** – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches:  • **Targeted academic support** –targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in ‘catching up.’ Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.  • **Wider support** – these strategies will focus upon ‘levels to attainment’ including enhancing positive mental health and emotional well-being, embedding learning behaviours and social and emotional learning, improving attendance and punctuality and supporting families. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Gaps in learning particularly writing, due to Covid-19 |
| 2 | Reduced reading outside the classroom that impacts on fluency and comprehension skills. |
| 3 | Emotional difficulties of some children in receipt of PPG, who can display low self-esteem and a lack of self-confidence. This could be in response to the implications of Covid. |
| 4 | Attendance below 90% for identified pupils in receipt of PPG |
| 5 | Some children in receipt of PPG also have additional educational needs (SEND) |
| 6 | Some children may not have access to equipment and experiences (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.

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| Intended outcome | Success criteria |
| * Sufficient time is given over to allow for staff professional development * Staff use evidence-based whole-class teaching interventions * Staff training has improved the delivery of quality first teaching and intervention support evidenced by monitoring * All staff members have successfully completed phonics training completed * Children that had gaps in learning from the extended period of time off school will have made significant progress. | * Outcomes for PP children are above Wirral and National counterparts and any gap between non-PP children has been diminished * Post- Covid gaps have been identified and addressed * Increased number of disadvantaged learners achieving combined (reading, writing and maths) expected levels by accelerating progress through each key stage. |
| * Reading challenges successfully engage children * Parents confidently support children with reading at home | * Outcomes for PP children are above Wirral and National counterparts for reading and any gap between non-PP children has been diminished * Children become more self-motivated readers. This will result in improved outcomes and diminish the difference. |
| * School staff and professionals are successfully able to engage with and support families facing challenges * School staff are able to work closely with parents on mental health and well-being programmes * Outdoor learning opportunities, including forest schools and MSE, have a positive impact on pupils’ mental health and wellbeing, (Evidenced by Pupil Voice.) | * Positive mental health and well-being advice and support is available for all. * Parents’ questionnaires and Pupil Voice responses are positive |
| * New Attendance policy and procedures ensure effective and timely response to absenteeism * Parents engage with LA attendance officer, which in turn improves attendance and readiness to learn | * Improved attendance of disadvantaged pupils to (97.5%) |
| * Targeted support for SEND is provided in class though adaptations that ensure access for all and/or through intervention support delivered by skilled practitioners. * Extended day in order to take small intervention groups 3 hours/week * Ensuring enough time for school maths-lead to support small groups | * From baseline assessments, disadvantaged children with SEND make good progress and achieve in all areas above Wirral and National counterparts. They make accelerated progress if they have started below that of their peers |
| * A carefully planned programme of visits and visitors broadens our curriculum and creates opportunities for our PP children. * Wide programme of extracurricular activities throughout the year, providing a range of experiences for PP pupils to access. | * A range of visitors and visits support children’s understanding of society and learning is enhanced. * Funding or a lack of equipment is not a reason for PP pupils to not access activities. |

## 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: £ *4 000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality First teaching for all pupils to narrow the gap between PP and non-PP children.  Ensure all relevant staff (including new staff) have received training and moderation training to deliver reading, writing and mathematics effectively | “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium  Sutton Trust – quality first teaching has direct impact on student outcomes.  <https://www.suttontrust.com/wpcontent/uploads/2019/12/2teachers-impact-report-final-1.pdf>  “Evidence consistently shows the positive impact that targeted academic support can have.” | 1, 2, 5 |
| Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme Y1 and Y2 effectively so that there is rapid catch up and progress  Work with other partnership schools to gain good practice in phonics | 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  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading> | 1, 2, 5 |

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

Budgeted cost: £ *5 000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Bespoke programmes of support developed to meet individual needs  Work with Orrets Meadow in order to target intervention for Disadvantaged pupils in reading, writing and maths. | Complement high quality teaching with carefully selected small-group and one-to-one interventions. “Evidence consistently shows the positive impact that targeted academic support can have.”  EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_ Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net) | 1, 2, 5 |
| Establish small group maths/English interventions for disadvantaged pupils falling behind age-related expectations in the afternoons to fit in with our Tier 2 catch up priorities  New pupil progress format and time provided for phase teams to discuss the impact of the interventions within these | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)  See: Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)  ‘Schools should use structured interventions with reliable evidence of effectiveness’ and use them with ‘fidelity’. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) | 1, 5 |
| Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness – new pupil progress format across school embedded | Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. 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 | EEF (educationendowmentfoundation.org.uk)  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:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf>  <https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf> | 1, 2. 5, |

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

Budgeted cost: £ *4 095*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Introduce 400 000-word challenge and vocabulary book marks all year groups to increase reading for pleasure  Embedding a whole school reading engagement in homework to target all age groups | Reading for pleasure can have a positive impact on Mental Health and wellbeing  <https://www.cambridge.org/elt/blog/2018/09/27/readaxation-reading-pleasure/>  Using high quality texts will ensure that all children have access to quality literature. <https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf>  • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf> | 2, 5, 6 |
| Improving attendance and readiness to learn for the most disadvantaged pupils – meeting with the LA attendance officer – up-dating systems and policy | “Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>  Attendance data – data shows that pupils with higher attendance make the most progress due to increased opportunities for overlearning and access to the curriculum. <https://schoolleaders.thekeysupport.com/pupils-and-parents/absenceand-attendance/strategies-for-managing-attendance/research-intohow-attendance-can-impact-attainment> | 3, 4 |
| Engaging the families facing most challenges  Signposting families for support  Offering support to vulnerable families facilitated through school as directed by IFD | EEF guidance reports research for schools and teachers with recommendations to support parental engagement in children’s learning. <https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents>  Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. <https://nces.ed.gov/pubs95/web/95741.asp> | 3, 6 |
| Promoting and supporting positive mental health and well-being  Working closely with parents on mental health and well-being programmes  Use outdoor forest schools work to boost self-confidence of the pupils using residential trips to deliver outdoor learning  Bespoke sessions for children with Thumbs Up & Kate Silcock mental health companies  School trips and extra-curricular activities partially or wholly subsidised | EEF outdoor learning can add 4 months ‘progress. Evidence of impact on non-cognitive outcomes such as self-confidence and this in turn can impact on academic work.  Positive mental health and well-being strategy development through the school <https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition>  Supporting children in Y6 as they prepare to move to Secondary school.  <https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment>  Equality of Opportunity. See Social Mobility Commission  <https://www.gov.uk/government/publications/extended-services-subsidy-pathfinder-in-schools-evaluation> | 3, 5, 6 |

**Total budgeted cost: £** *13 095*

# 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 to 2023 academic year.

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| **Aim** | **Outcome** |
| Progress in Reading and Writing | +2.9 in reading, +2.5 (+1.5 prev year and +2.5 2019) in writing showing signif. Progress in disadvantaged gap being closed. |
| Progress in Mathematics | +3.9, 2023 (previous +3.7 in mathematics & +0.2 in 2019) so significant progress. Disadvantaged gap closed. |
| Phonics | Exceeded disadvantaged national average and improved from previous 2 years to 100% disadvantaged achieving. New aim of disadvantaged pupils meeting above the national average for all pupils by September 2023. |
| Other | Self-esteem through mindfulness, sporting after school clubs and drama clubs had 100% impact on all the disadvantaged pupils – this success continues – EEF research states that children can gain 4 months from engaging in such activities – this will continue with additions. |

## 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*

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| --- | --- |
| Programme | Provider |
| Purple Mash |  |
| TT Rockstars |  |
| RM Easy Maths | RM |
| Accelerated Reader | Renaissance |
| Dyslexia Gold | dyslexiagold.Co.uk |

## Service pupil premium funding (optional)

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

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| --- | --- |
| 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)

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| --- |
| *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.* |