

Pupil premium strategy statement – Barwick and Stoford Community Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	33.8%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	James Rich
Pupil premium lead	James Rich
Governor / Trustee lead	Heather Ryall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,900
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£29,045
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,945

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium?

The Pupil Premium is additional funding introduced in 2011 to help schools close the attainment gap between pupils from low income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point in the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services. Schools are free to spend the Pupil Premium as they see fit. At Barwick and Stoford, this funding isn't allocated to the child; it is allocated to the school and as such is used on a variety of interventions, strategies and resources.

Context

Barwick and Stoford Community Primary School is a very small school with an average of between 60 and 70 children as well as a pre-school that caters for 2-4 year olds with an average role of 12. The school serves an area of deprivation, with a location deprivation indicator in quintile 4 (more deprived).

Additionally, the percentage of children with an Education, Health Care Plan (EHCP) is well above average (8%). The total amount of children receiving SEND support is 24.6%

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our schools having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

To meet these objectives we have focussed on the following areas:

- High quality CPD and ongoing support for staff to develop their subject expertise, especially in reading.
- Ongoing work to develop the curriculum, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can learn and remember it (outlined more specifically in the SDP)
- High quality interventions for those who have fallen behind to catch them up quickly and efficiently.

- Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving

Principles of our Strategy

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind
- 3) To empower parents to understand how to best support their child at home
- 4) To empower children - making sure every child feels successful and valued.
- 5) To find and nurture each child's passions
- 6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not
- 7) To develop support networks around children and their families
- 8) To work to develop pupils' communication and language skills
- 9) Quality first teaching and effective curriculum planning as predominant approach to ensuring pupils acquire the skills they need
- 10) Focus on early identification, especially in EYFS

Challenges

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

Challenge number	Detail of challenge
1	Attendance figures for absence shows that generally those children in receipt of Pupil Premium have a higher absence rate than that of non-PP children.
2	Through observations, detailed assessments and data analysis, we know that upon starting EYFS, children's baseline levels for many areas of development, particularly the prime areas, are below age-related expectations. Communication and Language, PSED, Literacy and Number are significantly below for those children eligible for PPG.
3	Observations, discussions with parents and external data shows that our catchment is in the bottom 3% nationally for education, skills and training (source 'Indices of Deprivation'). This impacts our pupils who demonstrate low confidence, a lack of resilience, poor motivation for learning and low aspiration
4	Challenge of historically low aspirations within the school catchment area, with families having limited resources and ability to support home learning opportunities
5	Experiences and Opportunities: Cultural Capital. Children eligible for Pupil Premium in general are not accessing experiences outside of the catchment area. This is evident through observations and in children's expressive language and writing, as well as knowledge and understanding of the world.

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
% of disadvantaged pupils are meeting age-related expectations rises each year. Pupils in receipt of Pupil Premium are taught through a well-designed curriculum that is effectively and consistently implemented	<ul style="list-style-type: none"> - Any gaps in learning are quickly identified and acted upon - Interventions are purposeful and demonstrate accelerated learning - The curriculum is being implemented consistently and to a good standard
Attendance among pupils in receipt of Pupil Premium is in line with national average	<ul style="list-style-type: none"> - Half-termly attendance reports and analysis - Support in place for pupils/families below this - Improvements evident in data
Pupils in receipt of pupil premium learn to read as quickly as possible, allowing them to make	<ul style="list-style-type: none"> - Data shows pupils in receipt of Pupil Premium are making progress in line

good progress and access the wider curriculum	with their peers and meeting ARE in screenings and assessments
Pupils have a broad range of experiences that broaden their cultural capital.	- Pupils have opportunities to engage in a wide range of experiences that furthers their understanding of the world they live in; they use these experiences to further their learning.
Improves oral language skills and vocabulary, access to speech and language support as necessary	<ul style="list-style-type: none"> - Assessments and observations identify improved oral language of disadvantaged pupils - Appropriate support for children needing speech and language support - Staff trained in identifying and support speech and language needs
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	- Observations and records show that pupils are engaged in home learning: homework is completed, and greater parental participation is evident in workshops, attendance at parents' evenings and other school events

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting staffing budget</i>	https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium https://www.gov.uk/government/publications/pupil-premium/pupil-premium	1,2,3
<i>Allocated release time for teachers to ensure comprehensive analysis of data</i>	https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2,3

<i>Extra release time for SENDCo</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4
<i>Speech and Language/Oracy CPD</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3,4

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

Budgeted cost: £ 1,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Intervention Teaching Assistant (specifically targeting disadvantaged children)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3
Specific interventions for speech and language	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3,4
Subscriptions to support learning	https://educationendowmentfoundation.org.uk/projects-and-evaluation	All

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

Budgeted cost: £ 4,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent Family Support Worker (PFSA)</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,4,5
<i>ELSA Support</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.gov.uk/government/publications/pupil-premium/pupil-premium	1,4,5,
<i>School trips, residentials, minibus</i>	https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://www.nga.org.uk/knowledge-centre/pupil-premium-tool-for-governing-boards/#:~:text=The%20pupil%20premium%20is%20additional,on%20their%20attainment%20and%20progress.	1,5
<i>After school enrichment</i>	https://youthendowmentfund.org.uk/toolkit/after-school-programmes/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,5
<i>Breakfast Club</i>	https://www.gov.uk/guidance/national-school-breakfast-club-programme https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,4
<i>SEMH Support</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.gov.uk/government/publications/pupil-premium/pupil-premium	All
<i>Other (clothing, food, emergency funds)</i>	https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	1,4

Total budgeted cost: £ 43,042



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our schools having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

Children in receipt of Pupil Premium 2023-24: 31 out of 65 (48%)

End of KS2 results 2024 for children in receipt of Pupil Premium

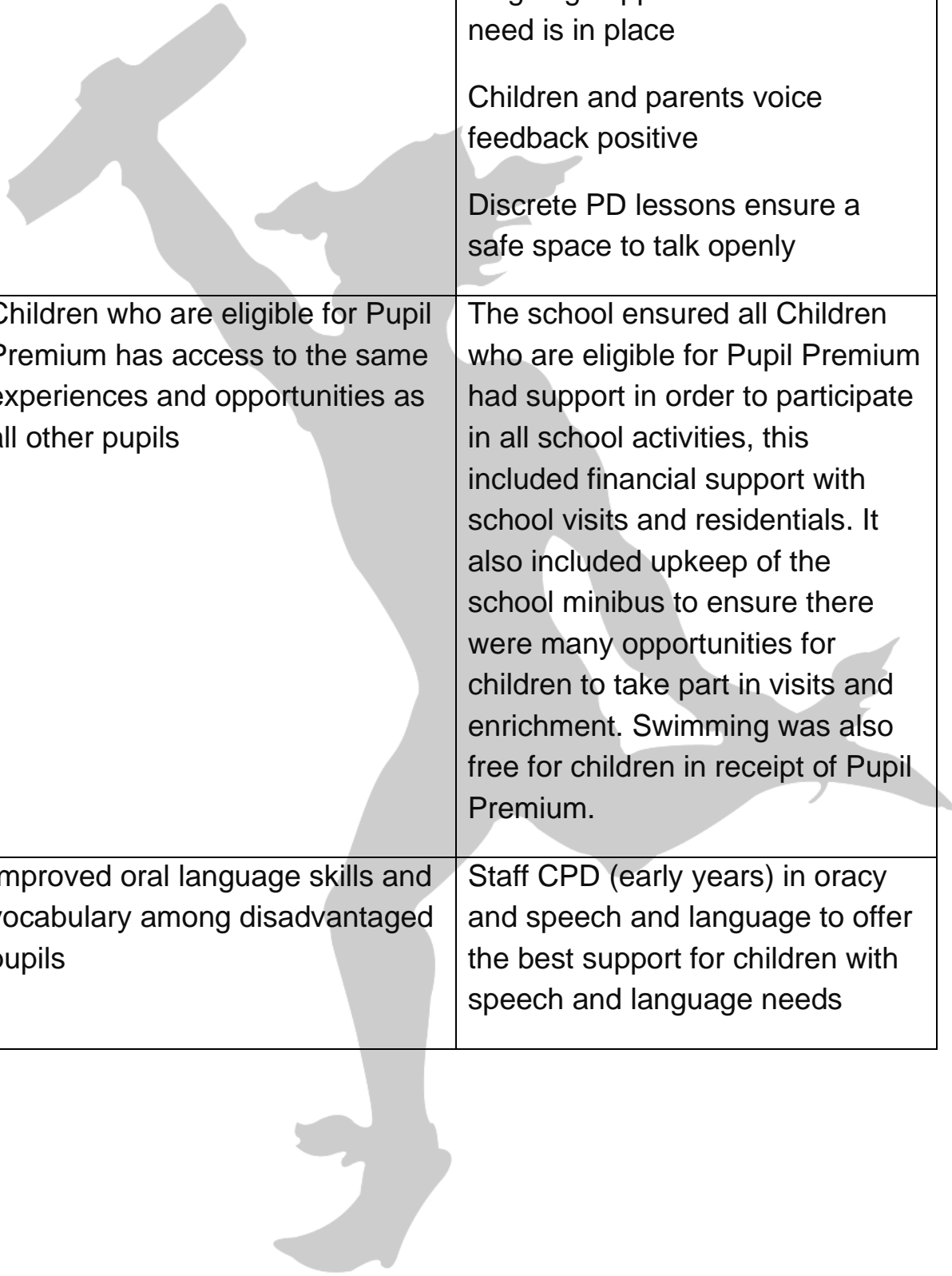
Number of Children/ %	Maths	Reading	GPS	Combined	Writing
11 in cohort 6/11 PP 54%	50%	67%	50%	33%	50%

The children who did not make ARE at the end of year 6 did not make ARE at the end of Year 2 and some also had special educational needs and disabilities but showed accelerated progress in years 5 and 6.

Year 1 Phonics Screening for children in receipt of Pupil Premium

Number of Children/% that passed the phonics screening assessment	
2/4	50%

Intended Outcome	Outcome
% of disadvantaged pupils meeting ARE rises each year, from previous attainment position Pupils retain key knowledge set out in the ambitious, exciting curriculum	Gaps in learning are identified hastily and strategies are put in place Progress of children in receipt of Pupil Premium is good Interventions are in place to ensure accelerated progress
Improved reading attainment among disadvantaged pupils	All children who are targeted to meet age expectations by the end of KS2, do so. Those who do not pass the test have made significant progress in lines with SEN targets following additional SEN support as well as quality first teaching
Attendance among disadvantaged pupils is at least 96%	Yearly attendance for children in receipt of Pupil Premium was 92.6%
Improvement in well-being for all pupils in our school, particularly our disadvantaged pupils.	The school has 2 ELSAs , some children in receipt of Pupil Premium had ELSA intervention



	<p>The school ethos puts well-being before anything</p> <p>Ongoing support for families in need is in place</p> <p>Children and parents voice feedback positive</p> <p>Discrete PD lessons ensure a safe space to talk openly</p>
<p>Children who are eligible for Pupil Premium has access to the same experiences and opportunities as all other pupils</p>	<p>The school ensured all Children who are eligible for Pupil Premium had support in order to participate in all school activities, this included financial support with school visits and residential. It also included upkeep of the school minibus to ensure there were many opportunities for children to take part in visits and enrichment. Swimming was also free for children in receipt of Pupil Premium.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Staff CPD (early years) in oracy and speech and language to offer the best support for children with speech and language needs</p>

Parental Engagement

Parent engagement has continued to be strong; parental feedback continues to be overwhelmingly positive and the school has continued to be creative in how to engage parents in their child's life at school. Parents engaged in face-to-face workshops again this year: feedback from this was positive.

Cultural Capital

Over the last year, pupils have continued to have the opportunity build their cultural capital. This has been through visitors to the school, class trips and a range of sporting events where pupils compete against other local schools. These opportunities bring their learning to life. Examples of these events are varied and included a D-day Street Party, a Barwick Revival experience, a school sleepover for Oak Class, a visit to Melbury Estate and visits from a variety of people from a variety of backgrounds. These activities have been hugely enjoyed by the children and have provided vital context to their learning and cultural capital development.

Emotional Wellbeing

Our provision for children who need additional support with their emotional well-being continues to be strong with individualised programmes in place. We have 2 ELSA practitioners to ensure pupils access support and ensures pupils access school in a supportive and inclusive way that meets their individual needs. This provision will continue to be adapted to meet the ever-changing needs of our pupils.