

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Barwick and Stoford Primary School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	13/12/2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jo Yates
Pupil premium lead	Jo Yates
Governor / Trustee lead	Heather Ryall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£2,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,062
Total budget for this academic year	£56,487

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

- Remove barriers to learning created by poverty, family circumstances and background
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within internal school data and nationally
- For all disadvantaged pupils in school to exceed expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus be Secondary School ready
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Barwick & Stoford Community Primary School is a small, rural Victorian school situated in the village of Barwick and is the village school for both communities.

- NOR: 63
- High level of low-income families in Barwick consisting mainly of social housing.
- Stoford mostly self-owned housing.
- 3 classes

Education Health Care Plan	0
SEN provision	7
Total with SEN Codes	7
SPLD	5
SEMH	1
SLCN	5
ASD	1

- Eligible Pupil Premium 57% Note that 62.5% SEN are also PP
- Eligible for FSM on census day 35: take-up 35
- Somerset wealth/poverty factor 31/262 schools (1 is most deprived) - classed as a deprived area, however data misrepresents the level of our poverty due to the surrounding greenbelt.
- School has a preschool on site 14 pupils

Achieving these objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Key Principals

We will ensure that effective teaching, learning and assessments meets the needs of all pupils through rigorous analysis of data. Class teachers will identify specific intervention and support to individuals alongside SENDCo and Subject Leads and these will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social and emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, phonics, writing and maths
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
7	Pupils arrive at school unprepared for learning

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
Reading , writing and maths	Achieve outcomes in-line with, or above, national average by the end of KS2
Phonics	Achieve 4/6 Y1 Phonics Check Continued SEN provision for 2/6 Y1 All pupils to be in-line with RWI Age Related Progression Document
Attendance	Ensure that attendance of disadvantaged pupils is at least 95% and remains no less than 1% lower than non PP pupils
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils	Qualitative data from student voice, student and parent surveys and teacher observations. Attendance to be at least 95% Reduction of FTE

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: £ 9,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics RWI Training and resources	£7000 Pupils make accelerated Learning Pupils are at least in-line with all other pupils nationally Increased reading at home	2, 3
Maths Boolean Training Cover	EEF Mastery Learning +5 Pupils make accelerated Learning Pupils are at least in-line with all other pupils nationally	2, 3
Science Resources and Primary Science Quality Mark	£150 Pupils make accelerated Learning Pupils are at least in-line with all other pupils nationally Improved engagement in science PSQM	2, 3, 5
Thrive CPD, Licences, Practitioner time	£1,500 Improved SEMH	1, 3
ELSA Training 1:KS1 TA and 1 KS2 TA	£300 Improved SEMH	1, 3, 4
Forest School Training	£500 Improved SEMH	1, 3, 4, 5

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

Budgeted cost: £ 20,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI small group and 1:1 tutoring	EEF Small Group Tuition +4 EEF 1:1 +5	2, 3
Thrive	EEF SEL +4 EEF Arts Participation +3 EEF Oral Language Intervention +6	1, 5
Precision Teaching 1:1	EEF 1:1 +5	2, 3
Swimming Transport, Swim Coach	EEF Physical Activity +1 EEF Small grp tuition +4	1, 4, 5

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

Budgeted cost: £ 20,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Free Breakfast Club	All pupils have a settled start to the day. No pupil starts the day hungry. All pupils have the necessary equipment.	1, 2, 4, 5, 6, 7
Thrive	Improved SEMH of all pupils. Instances of poor behaviour reduced. Reduced instances of FTE. Pupils make good progress in Learning.	1, 3, 4, 5
Residential Y5/6	Pupils have a wide range of activities within and beyond the curriculum experience EEF Metacognition and Self regulation +7 Improved SEMH of all EEF Social and Emotional learning +4 EEF Arts participation +3 EEF Physical Activities +1	1, 3
ELSA and NELI	Oral Language Interventions EEF +6	1, 2, 3, 4, 5, 7
Forest School	Pupils have a wide range of activities within and beyond the curriculum experience- Collaborative Learning Approaches EEF +5	1, 3, 4, 5, 7

	<p>Improved SEMH of all pupils. EEF +4 Instances of poor behaviour reduced. Reduced instances of FTE. EEF Behaviour Intervention +4 Pupils make good progress in Learning. EEF Small Group Tuition +4 EEF Metacognition and Self regulation +7</p>	
<p>Science Week Resouces for week activities Whole School visit @ Bristol- Transport Wessex Water Visit Careymoor- Recycling Visit- Landfill</p>	<p>Pupils have a wide range of activities within and beyond the curriculum experience EEF +4</p>	1, 2, 3, 4, 5
RWI Parent Workshops	EEF +4 Parental Engagement	2, 3, 6, 7

Total budgeted cost: £ 51,078

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Current Y2's were not screened for phonics in Summer 2021 due to Covid- Autumn Screen 2021 5/6 PP 83% achieved the pass mark

Our assessments show a drop, reasons for these outcomes are primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Disadvantaged pupils were offered DfE funded devices to enable online learning and those without wifi were offered hard copies for home learning and those PP pupils who were categorised as vulnerable due to safeguarding were accommodated in school.

Overall PP attendance was lower in 2020/21 due to the impact of Covid-19

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils and resulted in a PEX. We are targeting wellbeing approaches and activities in this plan

- 100% PP on track for Y1 screening Summer 2022
- PP attendance figures for end of 2020-21: 90.67% against non PP 96.42% lower than national 95%
- Established and trained Thrive practitioner to support most vulnerable pupils
- Teacher assessed end of KS2 results 4/13 Y6 PP 50% achieved in line national RWM combined

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
Thrive	TheThriveapproach.com
Seesaw (online Platform)	https://web.seesaw.me
RWI Portal	Ruth Miskin and RWI

Service pupil premium funding (optional)

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

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