

Pupil premium strategy statement – Barwick and Stoford Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	46% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
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	£48,475
Recovery premium funding allocation this academic year	£4,241
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£31,088
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>	£83,804

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your 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.

How does your current pupil premium strategy plan work towards achieving those objectives?

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

What are the key principles of your strategy plan?

- 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	Attainment on entry. Low starting points of children means that not all children are school ready. Pupil premium children currently do less well than non-disadvantaged and this gap begins on entry (Maths and Reading, Communication and Language).
2	Attendance. Figures for absence shows that generally those children in receipt of Pupil premium have a higher absence rate than that of non-Pupil Premium children. Our attendance figures are in general lower than national average
3	Our assessments, observations indicate under developed oral language and vocabulary in our Pupil Premium children. This is evidenced across the school, particularly in EYFS and KS1.
4	Challenge of historically low aspirations within the school catchment area, with families having limited resources to support home learning.
5	School data shows that children in receipt of Pupil Premium are less likely to attend after-school clubs
6	Experiences and opportunities – Cultural Capital. Children eligible for Pupil Premium in general are not accessing experiences outside of Barwick and Stoford. This is evident in children’s expressive language and writing and knowledge and understanding 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
<p>% of disadvantaged pupils meeting ARE rises each year, from previous attainment position</p> <p>Pupils retain key knowledge set out in the ambitious, exciting curriculum</p>	<ul style="list-style-type: none"> - Any gaps in learning are quickly identified and acted upon. These are targeted in class and, where necessary, through intervention. - Interventions demonstrate accelerated progress. - Teaching is at a consistently high quality (regular learning walks\triangulation).
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> - 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.
Attendance among disadvantaged pupils is at least 96%	<ul style="list-style-type: none"> - Attendance report half-termly. - Improvements in % where pupils have attendance below this - Support in place for pupils/families with poor attendance
Improvement in well-being for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Staff observations - Pupil voice survey - ELSA feedback - SMHL feedback
Children who are eligible for Pupil Premium has access to the same experiences and opportunities as all other pupils	<ul style="list-style-type: none"> - Children participate in extra-curricular activities, attend school trips and visits (including residentials), have provision for uniform and access to any additional service required.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is 3 evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting teaching budget (Extra release time for SENDCO)	EEF Pupil Premium Report & Interventions Report	1 and 3

specifically focussing on SEN support for children in receipt of PP)		
Allocated release time for teachers to ensure comprehensive analysis of half termly data from classes and interventions.	EEF reports on improving teaching of English in KS1 and KS2 EEF Pupil Premium Report & Interventions Report	1 and 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 We have been working with our local maths hub to improve our teaching and subject knowledge in maths. So far this year we have had an inset day and several twilight sessions. Our EYFS and KS1 teachers are also on an additional Maths Mastery programme.	1 and 4
Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access CPD.	EEF and DfE report – Making best use of teaching assistants.	1 and 4
Staff CPD for all teachers, HLTAs and TAs around areas specific to reading and maths.	Improving teacher confidence, knowledge and skills to ensure QFT in all classrooms. Coaching and mentoring is a proven method of teaching with reduced class sizes having a moderate impact. (Teaching and Learning Toolkit) EEF and DfE report – Making best use of teaching assistants.	1, 3 and 4

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

Budgeted cost: £ 27,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc Phonics and Spelling Including CPD and support from advisory teacher</i>	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	1
<i>Specialised Intervention Teaching Assistant (specifically targeting disadvantaged children)</i>	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3 and 5
<i>Various resources to support children in receipt of pupil premium</i>	To support further targeted intervention to support with catch-up and address gaps in English and maths. Individualised/ small group offers moderate impact for low cost and provides an additional 3 months progress. (Teaching and Learning Toolkit).	1, 2 and 4
A programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) We have released a teacher from class to train and deliver NELI.	1, 3 and 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase/lease of a school mini bus to increase access to the local area/trips and visits/swimming</i>	https://educationendowmentfoundation.org.uk/news/learning-about-culture	2, 5 and 6
<i>Contribution towards cost of trips and visits (including residential) and school uniform/essential equipment</i>	https://educationendowmentfoundation.org.uk/news/learning-about-culture	2, 5 and 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review in process.

Due to school circumstances in the 21-22 academic year and a new headteacher starting in September 22, the review of previous strategy has not been completed. For more information, please contact the new headteacher Mr James Rich via the contact details on the website

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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.