

## 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	Barns Green Primary
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Simmons
Pupil premium lead	Eoin Griffin
Governor / Trustee lead	Dawn Martin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12725
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14725

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Younger pupils disproportionately affected by the Covid-related school closure.
2	Insecure knowledge of phonics and some unambitious attitudes to reading (linked to home circumstances)
3	Insecure fluency in number skills
4	Rebuilding the depth of learning that was reduced by lockdown
5	To build long-term academic support for disadvantaged pupils
6	Approximately 30% of our disadvantaged pupils have an additional educational need
7	To address the inequalities caused by rural deprivation

### 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
PP children's reading at least in line with non-PP children	Reading ages at least in line with chronological ages
PP children at least in line with non-PP children during Maths assessments	Standardised scores at least in line with expectations
PP Pupils developing a love of learning	When questioned, pupils can articulate their learning and identify key moments that have had an impact. PP Pupils are keen to read independently.

## 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: £7507

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI training</i> All of our PPG children will benefit from highly skilled delivery of synthetic phonics. This training is for all staff, including TAs working alongside our PPG children in class and intervention groups.</p> <p><i>Cost of Teaching Assistant</i> 60% of our pupil premium children are from one class. A TA will prioritise support in this class to ensure that progress is made from identified starting points.</p> <p>88% of our PPG children have a classroom TA. These children will be prioritised for support.</p>	<p><a href="#">RWI - Research &amp; Evidence (includes impact of training as well as the programme)</a></p> <p>The DfE's "validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise and that both consider it to meet all of the <a href="#">Department for Education (DfE) criteria</a> for an effective systematic synthetic phonics programme."</p> <p>Successful outcomes in other local schools.</p> <p><a href="#">EEF – Teaching Assistants</a></p> <p>"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver."</p> <p>It is worth noting that this approach indicates a challenge regarding the impact of the more frequent feedback a TA will be able to provide.</p> <p>"1 Effective feedback tends to: be specific, accurate and clear (e.g. "It was good because you..." rather than just</p>	<p>1, 2, 3, 6</p>

	<p>"correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); encourage and support further effort; be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.</p> <p>2. Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils." (EEF Toolkit)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4458

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA runs reading daily group	<a href="#">DFE May 2012 paper on Reading for Pleasure</a>	1, 2, 6
TA runs SALT intervention for identified child.	SALT programmes provided by West Sussex Speech and Language Team. Our previous experience is that these interventions have had positive results.	1, 2, 6
TA runs intervention groups from class	See EEF above: "Evidence suggests that TAs can have a positive impact on academic achievement [...] where TAs support individual pupils or small groups, [these] on average show moderate positive benefits. "	1, 3
Targeted intervention for more able	<b>EG to add</b>	4
TA runs daily targeted reading intervention for identified child.	This will be in line with recommendations of EHCP. Previous experience of this targeted approach with this child shows that they have	6

	made progress in closing the gap between their reading and chronological age.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Appointment of PPG champion.</i> Designated person to monitor and collect evidence of the impact of PPG funding. Designated person to develop a 3 year PPG strategy Designated person to monitor attendance and behaviour of PPG pupils and liaise with class teacher and leadership.</p>	<p>EEF - <i>“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.”</i></p> <p>PPG champion will promote Quality First Teaching as identified in our School Development Plan, initially focussing on the quality of questioning.</p>	5
<p><i>Residential trip</i></p>	<p>We have our own experience to draw on that shows participation in our residential visit has positive outcomes with regard to team-building &amp; social skills. Maslow’s Hierarchy of Needs.</p>	7
<p><i>Uniforms and trips</i></p>	<p>Ensuring equal opportunity to partake in enrichment activities for all pupils. Maslow’s Hierarchy of Needs.</p>	7

**Total budgeted cost: £14725**

## 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.

Activity	Outcome
<b>Adapted as taken from the 2020-21 PP Plan format amalgamated</b>	
Teaching Assistant support prioritised Pupil Premium (PP) pupils.	Of the eight PP pupils in the school at the end of the academic year, six had made progress, rapid in five cases. The remaining 2 pupils are receiving SEND support and made progress towards their targets.
Following analysis of the impact of lockdown on different groups, 'Catch up' funding was used to target EYFS and KS1 in Spring 2021 through provision of an additional full-time teacher for a term.	
Welfare meetings for PP pupils were attended by leaders.	Leaders attended Early Help Plan meetings (plan successfully closed) and engaged with the Learning and Behaviour Assessment Team. This has led to improved attendance. With access to this specialist advice, staff are also now better able to support children's complex needs.
Learning Mentor support increased pupils' ability to cooperate with others and reduced barriers to learning.	Children are increasingly able to make suitable choices regarding their behaviour.
Specialist instrumental lessons were provided for a targeted pupil.	The child progressed from basic recorder playing to performing a flute solo to an audience.
PP Pupils' were to be included on residential trip.	Residential postponed to 2021-22