

Pupil Premium Strategy Statement 2021-24

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 vulnerable pupils.

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

School overview

Detail	Data
School name	Barns Green Primary
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022 (completed) December 2022 (completed) June 2023 (completed)
Statement authorised by	Tracey Newbold
Pupil premium lead	Eoin Griffin
Governor / Trustee lead	Dawn Martin

Funding overview

Detail	Amount
Pupil premium funding allocation last academic year	£16015.00
Recovery premium funding allocation last academic year	£3504.38
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for last academic year (22-23)	£19519.38
Total budget for this academic year (23-24)	£14450 (10 PP children) £2530 (1 PP+) £335 (Service child) Total: £17315

Part A: Pupil premium strategy plan

Statement of intent

At Barns Green Primary School we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We want our school life and learning to be exciting, engaging and inclusive so that there are high levels of achievement for all vulnerable pupils and that there is support for their well-being and happiness.

High-quality teaching is at the heart of our approach, with a focus on areas in which vulnerable pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our current pupil premium strategy is a working document that highlights challenges and identifies how to overcome these issues. We have identified key areas that we want to focus on and outlined the success criteria for these areas so that we can ensure that the objectives are achieved.

Our strategy is also integral to wider school plans for the educational recovery of pupils whose education has been worst affected by lockdowns, including not vulnerable pupils.

Setting priorities within our pupil premium strategy is key to success.

Our priorities are as follows:

- High expectations for vulnerable children.
- Ensuring all children receive quality first teaching each lesson.
- Closing the attainment gap between vulnerable pupils and their peers.
- Providing, targeted, early academic support led by the class teacher for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour and well-being.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge	Evidence
1	Younger pupils have gaps in the foundation blocks of their learning	From the data, it is clear that the younger pupils are underperforming more compared to the same year group from a non-Covid year.

		Our assessments and observations indicate that the education and well-being of many of our vulnerable pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	Insecure knowledge of phonics.	The data inputs and teacher observations.
3	Unambitious attitudes to reading (linked to home circumstances)	The termly data inputs and teacher observations.
4	Insecure fluency in number skills	The termly data inputs and teacher observations.
5	Underdeveloped oracy skills	Evident from pupil interview.
6	Allowing time for responding to effective feedback	Evident from a book scrutiny.
7	Approximately 30% of our vulnerable pupils have an additional educational need	Data gathered from significant group overview.
8	Committing learning to long term memory.	Evident from pupil interview.
9	The inequalities caused by financial difficulties at home.	Observational evidence

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Vulnerable children's oracy and literacy skills at least in line with not vulnerable children.	English outcomes at least in line with chronological ages. Children are enthusiastic about their reading and writing. Children can engage with others when reading and writing.
Vulnerable children at least in line with not vulnerable children during Maths assessments	Standardised scores at least in line with expectations. Children have confidence and competence with numbers and the number system. Pupils are able to solve problems through decision-making and reasoning in a range of contexts.
Vulnerable pupils developing a love of learning.	When questioned, pupils can articulate their learning and identify key moments that have had an impact. Vulnerable pupils keen to act independently.

	Pupils to use metacognition to identify how they learn and access their long term memory.
To build long-term the academic support for vulnerable pupils.	Teachers prioritising working with the children that have the most need. A culture shift in an understanding of what inclusion looks like in the school. Staff will be more effective because of CPD training.

Current Year: Outcomes we are aiming for **by the end of year 2024** and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Review
To develop vulnerable children's love of Mathematics and to ensure that their learning outcomes are in line with non-vulnerable children.	Vulnerable children are making rapid progress due to effective interventions using Number Sense. Flashback 4, an arithmetic programme for KS2 vulnerable children, is rapidly improving their outcomes. Maths outcomes are strong due to QfT across the school.	
To enrich pupils operational vocabulary.	Effective pre-teaching of vocabulary is evident across the school. Good Ordinarily Available Inclusive Practice (Word Banks etc). Weekly vocabulary focused guided reading sessions in place. Children are using the acquired vocabulary in their writing.	
To ensure that vulnerable children are provided with the pastoral support they need.	Barriers to learning removed. Children are more confident in themselves.	
To facilitate vulnerable children's ability to commit knowledge to long term memory. Robust implementation of the new curriculum with a pedagogical focus on committing knowledge to memory.	Teachers working with the children that have the most need. Children able to recall information from previous learning. Children able to make links with previous learning. Improved teacher understanding of metacognition making	

	children's learning more effective.	
Teachers routinely assessing knowledge and skills to embed.	Assessment for Learning routinely used to adapt the curriculum and address gaps in learning.	
For vulnerable children (who do not have additional learning needs), Reading, Writing and Mathematics will be at least in line with others (with a particular focus on KS1). Teacher led interventions are consistent with Quality First Teaching strategies.	Reading, Writing and Mathematics outcomes for vulnerable pupils without SEND at least in line with others (with a particular focus on KS1). A high standard of expectations evident within the classroom: academically and behaviourally. Vulnerable children enthused and engaged with reading and making rapid progress.	

Activity in this academic year (2023-24)

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: £11515

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</p>	<p>RWI - Research & Evidence (includes impact of training as well as the programme)</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 Department for Education (DfE) criteria for an effective systematic synthetic phonics programme."</p> <p>Successful outcomes in other local schools.</p> <p>EEF - Teaching Assistants</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</p>	1, 2, 3, 6

<p>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><i>approach which teaching assistants have been trained to deliver."</i></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><i>"1 Effective feedback tends to: be specific, accurate and clear (e.g. "It was good because you..." rather than just "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.</i></p> <p><i>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)</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/TA runs reading daily group	DFE May 2012 paper on Reading for Pleasure	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
Teacher runs intervention groups from class	See "The effect of teacher-led interventions on social and emotional behaviour in primary school children: a systematic review" <i>J. Thompson-Coon, K. Boddy, T. Ford, D. Racey, K. Stein (2013)</i>	1, 3
Targeted intervention led by a teacher for more able	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)	4

	<p><i>"Pupils working at greater depth level should be exposed to:</i></p> <ul style="list-style-type: none"> <i>• solving problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination.</i> <i>• independently exploring and investigating mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics."</i> <p>Askew, A., Bishop, S., Christie, C., Eaton, S., Griffin, P. and Morgan, D. (2015). <i>Teaching for Mastery: Questions, tasks and activities to support assessment.</i> Oxford University Press.</p> <p><i>"The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on".</i></p> <p>National Curriculum 2013</p>	
Teacher 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 made progress in closing the gap between their reading and chronological age.	6

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Appointment of PPG champion.</i></p> <p>Designated person to collect and monitor evidence of impact of PPG funding.</p> <p>Designated person to develop a 3 year PPG strategy</p> <p>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

<i>Residential trip</i>	We have our own experience to draw on that shows participation in our residential visit has positive outcomes with regard to team-building & social skills. Maslow's Hierarchy of Needs.	7
<i>Uniforms and trips</i>	Ensuring equal opportunity to partake in enrichment activities for all pupils. Maslow's Hierarchy of Needs.	7

Total budgeted cost: £17315

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes 2023

Intended outcome	Success criteria	Review
To develop vulnerable children's love of Mathematics and to ensure that their learning outcomes are in line with non-vulnerable children.	Vulnerable children are making rapid progress due to effective interventions using Number Sense. An arithmetic programme for KS2 vulnerable children has been developed and is rapidly improving their outcomes. To ensure maths outcomes are strong due to QfT across the school.	Most vulnerable children made accelerated progress due to the use of Number Sense. Use of Flashback 4 has improved fluency. Outcomes strong in KS2 and EYFS. Ongoing focus in KS1
Children who are falling behind are identified quickly and the appropriate support is given.	The gap is narrowed between vulnerable children and other children. Children are making better than expected progress.	Data is being used effectively to identify PP children for early intervention. Targeted phonics intervention and Number Sense have been particularly effective.
To ensure that vulnerable children are provided with the pastoral support they need.	Barriers to learning removed. Children are more confident in themselves.	Barriers to learning have been reduced for targeted children. They are more confident in class.
To facilitate vulnerable children's ability to commit knowledge to long term memory. Robust implementation of the new curriculum with a pedagogical focus of committing knowledge to memory. Teachers routinely assessing knowledge and skills to embed.	Teachers working with the children that have the most need. Children are able to make links to previous learning. Children will be able to recall information from previous learning. Children's learning will be more effective due to teacher's understanding of metacognition improving because of CPD.	Children are better at making links with their prior learning. Children are using and applying knowledge from prior teaching more. Some teaching strategies, linked to ordinarily available inclusive practice e.g. revisiting prior learning frequently, encouraging children to make links, are now in place to improve metacognition. Assessment for learning is fully embedded in core subjects and currently being refined in the foundation subjects.
For vulnerable children (who do not have additional learning needs), Reading, Writing and Mathematics will	Reading, Writing and Mathematics outcomes for vulnerable pupils without SEND will be at least in line	End of KS2 data – 100% of vulnerable pupils achieved end of year expectations and one

<p>be at least in line with others (with a particular focus on KS1).</p> <p>Teacher led interventions are consistent with Quality First Teaching strategies.</p>	<p>with others (with a particular focus on KS1).</p> <p>A high standard of expectations are evident within the classroom: academically and behaviourally.</p> <p>Vulnerable children are enthused and engaged with reading and are making rapid progress.</p>	<p>achieved Greater Depth in all subjects.</p> <p>Y4 tables check – 100% PP pupils achieved 20+. 66% of non-PP pupils achieved 20+.</p> <p>End of KS1 data – 17% of PP pupils achieved RWM. 62.5% of non-PP pupils achieved RWM.</p> <p>Y1 phonics – 95% of Y1 pupils achieved the expected standard.</p> <p>EYFS – 50% of PP children (½) achieved GLD. 69% of non-PP children achieved GLD.</p>
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Pupil premium strategy outcomes 2022

Intended outcome	Success criteria	Review
Vulnerable pupils developing a love of learning	<p>That Quality First Teaching is embedded across the school.</p> <p>Effective feedback is consistent to enthuse vulnerable children.</p>	<p>Feedback is used consistently to support and enthuse disadvantaged children.</p> <p>Due to staff turnover, further work on Quality first teaching will be required.</p>
Vulnerable children's range of vocabulary and speaking standard are in line with not vulnerable children.	<p>Essential tier 2 and tier 3 vocabulary will be taught explicitly and cumulatively within each subject. These words will be evident in the children's speech and writing.</p>	<p>Tier two vocabulary is being taught in each classroom for Y1 – Y6. This will be revised during staff meetings to ensure consistency.</p>
To build long-term the academic support for vulnerable pupils	<p>Teachers working with the children that have the most need.</p> <p>Consistent effective interventions embedded across the school.</p> <p>Pastoral needs met for the vulnerable children.</p>	<p>Although interventions have been affected by staff absence, they have been sustained across 2021/22</p> <p>Number Sense has been helpful in supporting younger mathematicians and has also been used in Hedgehog Class on a daily basis to build up rapid, accurate recall of number facts. This will continue in 2022/23</p> <p>In addition to support from class-based staff, pastoral needs have been met through meetings with parents, use of the Learning Mentor and Art Therapy.</p>
Vulnerable children's reading at least in line with not vulnerable children.	<p>Teacher led interventions are consistent with Quality First Teaching strategies in place.</p>	<p>KS1 outcomes remain a priority for development.</p>

	<p>A high standard of expectations is evident within the classroom: academically and behaviourally.</p> <p>Vulnerable children are enthused and engaged with reading and are making rapid progress.</p>	
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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback and metacognition. EEF evidence demonstrates this has significant benefits for pupils, particularly vulnerable pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Vulnerable pupils will be encouraged and supported to participate.
- Forest school was set up in 2022/2023 and will continue in 2023/ 2024, with the aim to improve the well-being of all children, especially our most vulnerable children.

Planning, implementation, and evaluation

We continue to build on the commissioned pupil premium review from 2021. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by vulnerable pupils

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.