

Pupil premium strategy statement- End Review

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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	Barleyhurst Park Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021- 2024 (End of plan review)
Date this statement was published	21 st October 2021
Date on which it will be reviewed	December 2022 October 2023 October 2024
Statement authorised by	Full Governing Board
Pupil premium lead	J. Passmore
Governor / Trustee lead	N. Ready

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Barleyhurst park Primary School will make at least the expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools, where necessary, to meet their needs.

We will provide a supportive pastoral service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and therefore enabling them to experience the full learning experience at Barleyhurst Park Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Progress outcomes of pupils are significantly affected by their home life.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Limited life experiences and opportunities to join in enrichment opportunities.
4	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
5	Parental engagement is difficult.

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	Evidence/ examples
<p>Pupils make at least expected progress, with some making accelerated progress, in reading, writing and maths.</p>	<p>The progress gap between pupil premium children and non-pupil premium children will close by at least 0.1 Sonar* progress points for writing and maths and 0.2 Sonar* progress points for reading.</p>	<p>Writing and Maths achieved and exceeded. Reading also met its target.</p> <p>At the start of the strategy, in maths for the PP children who were in Yr6 (July 2024), for example, were 0.42 points behind non-PP children; at the end of the strategy term, the gap had closed to 0.17. In writing, for example, Yr6 PP children (July 2024), were 0.9 points behind non-PP children. At the end of the review PP children are now ahead of non-PP children by 0.35 points. The PP children in Yr5 reading (July 2024), for example, started at 0.42 progress points behind their non-PP peers and at the end of the 3 years, PP children were ahead of non-PP children by 0.14 progress points.</p>
<p>Increase overlearning and reinforcement in reading at home and in school.</p>	<p>Increase the reading accuracy, fluency and comprehension of pupil premium children.</p> <p>An increase in the reading age and comprehension age by more than the chronological period of time for pupil premium children.</p>	<p>We saw approximately 55% of pupil premium children see an improvement in reading accuracy and fluency and a 37% improvement in comprehension.</p> <p>Only 10% of PP children increased their reading age by more than the chronological period of time. 18% of PP children increased their comprehension age by more than the chronological age.</p> <p>Although data shows PP children making accelerated progress, the reading ages and comprehension ages do not always show the</p>

		<p>appropriate level of progress because by the time children reach the end of year 4, they have exceeded the scale on the test, which makes it harder to be representative. We will modify this target to focus on KS1 and lower KS2.</p>
<p>Increase overlearning and reinforcement in key maths skills at home and in school.</p>	<p>Increase accuracy and fluency of key maths skills in mental maths proficiencies for PP pupils</p>	<p>The 2 main ways we have identified progress outcomes for this target is to look at the arithmetic scores in Year 6 and the MTC in Year 4.</p> <p>The scores in the Year 6 arithmetic papers in the 3rd year of the strategy showed an average increase in scores of 26% compared to the start of the year.</p> <p>If the first year of the strategy, the scores increased by 19% from the start of the year to the end.</p> <p>The number of pupil premium children in year 4 in 2021 was two and a half times higher than the number of pupil premium children in year 4 in 2024, which makes it harder to draw a direct comparison, but it is still useful to look at the figures. Comparing the figures from the start of the strategy to the end sees the average score achieved by pupil premium children increase from 17.6 to 18.1. we also see the percentage of pupil premium children achieving 20+ increase slightly from 56% to 57%. Unfortunately, we saw a decrease in the number of pupil premium children who achieved the top score of 25, this fell from 18% to 14%.</p>

<p>Interventions are targeted appropriately and used effectively to reduce barriers to learning and improve attainment.</p>	<p>Disadvantaged pupils make at least expected progress, with some making accelerated progress, in reading, writing and maths.</p> <p>The progress gap between pupil premium children and non-pupil premium children will close by at least 0.1 Sonar* progress points for writing and maths and 0.2 Sonar* progress points for reading.</p>	<p>As intended outcome number 1</p>
<p>Pupil premium attendance improves.</p>	<p>Attendance of identified pupil premium children increases and the gap between them and non-pupil premium narrows.</p> <p>Pupil premium children's attendance is above 96%.</p> <p>Reduce the number of pupil premium children who are persistent absentees by 2 compared to the end of the previous year.</p>	<p>Despite a lot of time and effort in this area, the outcomes do not reflect as positively as we would like. PP attendance has gone from 90.1% to 91.2%, where non-pp attendance went from 92% to 95.3%.</p> <p>Although PP attendance has increased overall, the gap has widened.</p> <p>We have invested a lot of time into the attendance of PP children, however this continues to be a high priority.</p> <p>The number of PP children with attendance below 90% has reduced from 28 children to 21, while the total number of PP children on roll remained consistent.</p>
<p>Pupils access a wide range of enrichment experiences and use these experiences as a springboard to improve the quality of writing and topic work.</p>	<p>Improved writing attainment by 10% - 20% for pupil premium children.</p> <p>Increase the number of pupil premium children writing at greater depth by the end of the year.</p> <p>The progress gap between pupil premium children and non-pupil premium children will close by at least 0.1 Sonar* progress points for writing.</p> <p>The number of pupil premium children working at age related expectations in geography and history will improve by 10%.</p>	<p>Pupil premium writing attainment increased, but only by 0.5% as an average across all year groups.</p> <p>An additional 2 pupil premium children were writing at greater depth by the end of the strategy, who were not greater depth writers historically.</p> <p>As intended outcome number 1.</p> <p>The number of pupil premium children achieving the age-related expectations in geography increased from</p>

		<p>53% to 65% from the start to the end of the strategy term. However, the number of pupils achieving the expected standard in history fell from 56% at the start of the strategy to 43% at the end of the strategy's term. This was, in part, a result of not enough objectives being 'ticked off' as completed, so this will remain a focus area.</p>
--	--	---

*Sonar is our online data tracking system.

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)

Year 1	Budgeted cost: £ 20,000	Actual cost: £ 15,337
Year 2	Budgeted cost: £ 20,000	Actual cost: £11,772
Year 3	Budgeted cost: £18,000	Actual cost: £17,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching</i>	The Education Endowment Foundation (EEF) recommends a tiered approach in supporting pupils' progress with QFT being the top priority.	1
<i>Children are provided with a variety of experiences and resources, including trips and visitors, in and out of school to use as a springboard for creativity within their learning, especially their writing.</i>	Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in their books and by analysing our data.	1, 3
<i>Specialist weeks</i>	Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in their books and by analysing our data.	1,3
<i>Staff CPD</i>	High quality staff CPD is essential while following the EEF principles. This is followed up in staff meetings and INSET days.	1,2,3,4,5
<i>SENDCo additional half day</i>	28% of disadvantaged children have SEND/ learning difficulties, 3 of those are with additional medical and/or intimate care needs. EEF Special Educational Needs in Primary Schools details that schools should build an ongoing, holistic understanding of pupils and their needs where teachers, with the support of other professionals, develop a repertoire of teaching strategies.	1,2,5

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

Year 1	Budgeted cost: £40,000	Actual cost: £40,554
Year 2	Budgeted cost: £ 40,000	Actual cost: £38,250
Year 3	Budgeted cost: £38,000	Actual cost: £44,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Prioritise pupil premium children for additional reading time and ensure ability appropriate questioning is used to develop comprehension skills</i>	As pupils develop their comprehension skills, they become more able to absorb and process content from across the curriculum. EEF toolkit – Improving Literacy in Key Stage 1 and Key Stage 2. Developing pupils’ language capability to support their reading and writing.	1
<i>Ensure pupils, especially boys, have access to a wide range of texts and reading materials to engage and develop their enjoyment of reading.</i>	Securing a love of reading is what drives pupils’ curiosity to find out more. EEF toolkit – Improving Literacy in Key Stage 1 and Key Stage 2. EEF toolkit- supporting parents in providing a structure and regular routine.	1
<i>Targeted group support and interventions, including pre/post teaching as appropriate.</i>	EEF Toolkit- Making Best Use of Teaching Assistants.	1
<i>Practical resources are used regularly in Maths to help develop and secure pupils’ understanding of key concepts.</i>	EEF Toolkit- Improving Mathematics in key Stage 2- Using manipulatives and representations. Improving Mathematics in Key Stage 1- Using manipulatives and representation to develop understanding.	1

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

Year 1	Budgeted cost: £44,000	Actual cost: £ 44,028.65
Year 2	Budgeted cost: £ 40,000	Actual cost: £46,218
Year 3	Budgeted cost: £38,000	Actual cost: £48,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing and improving attendance through close monitoring and use of pastoral support to engage and support families. CPOMs used to track communications.	Attendance data linked to progress data. A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	4, 5
<i>To meet the SEMH and/ or health needs of all pupil premium children to ensure they are able to learn and achieve their potential.</i>	EEF Toolkit- Improving Social and Emotional Learning in Primary Schools.	2
<i>Parents and Carers of pupil premium children are supported financially to allow their child to have essential items for school, e.g. uniform, water bottle.</i>	EEF Toolkit- Improving Social and Emotional Learning in Primary Schools- reinforce SEL through whole school ethos and activities.	2
<i>Staff training on Awareness of Mental health in children, level 2. Training to support pupils with complex medical needs.</i>	High quality staff CPD is essential while following the EEF principles. This is followed up in staff meetings and INSET days.	1,2,3,4,5
<i>SENDCo additional half day</i>	28% of disadvantaged children have SEND/ learning difficulties, 3 of those with additional medical and/or intimate care needs. EEF Special Educational Needs in Primary Schools details that schools should build an ongoing, holistic understanding of pupils and their needs where teachers, with the support of other professionals, develop a repertoire of teaching strategies.	1,2,5

Year 1	Total budgeted cost: £104,000, Actual: £99,919.65
Year 2	Total budgeted cost: £100,000, Actual: £96,240
Year 3	Total budgeted cost: £100,000, Actual: £110,580

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 2023 to 2024 academic year.

- Phonics
50% of Year 1 pupil premium children passed the phonics screening.
80% of Year 2 pupil premium children passed the phonics screening.
- KS1 Exit Data
Reading – 40% of pupil premium children achieved ARE; this is compared to 70% of the class as a whole achieving at least the expected standard.
Writing – 30% of pupil premium children achieved ARE; this is compared to 56% of the class as a whole.
Maths - 30% of pupil premium children achieved ARE or better; this is compared to 56% of the class as a whole achieving at least the expected standard.
- KS2 exit data
Reading – 67% of pupil premium children achieved ARE or better, with 17% achieving GTD; this is compared to 67% of the class as a whole achieving ARE or better, with 17% achieving GD. This compares to 74% nationally.
Writing – 61% of pupil premium children achieved ARE or better, this is compared to 57% of the class as a whole achieving ARE. This compares to 72% nationally.
Maths - 72% of pupil premium children achieved ARE, with 11% achieving GD; this is compared to 67% of the class as a whole achieving ARE or better., with 10% achieving GD. This compares to 73% nationally
SPaG – 78% of pupil premium children achieved ARE or better, with 33% achieving GD; this compares to 77% of the class as a whole achieving ARE or better, with 30% achieving GD. This compares to 72% nationally.
- Pupil premium children had an average attendance of 91.2%, down from 92.2% the previous year (non-pupil premium was 95.3%, up from 93.1% the previous year). Nationally, primary school pupils had attendance of 94.5%
- 84% of pupil premium children had attendance above 90%, up from 72% the previous year (non-pupil premium was 94%, up from 84% the previous year), with 38% of pupil premium children having attendance at 97% or above which is up from 34% the previous year (non-pupil premium was 47%, up from 36% the previous year).
- 70% of pupil premium children in KS1 and 67% of pupil premium children in KS2 were supported financially when purchasing additional resources from school, including uniform items and water bottles.
- 88% of pupil premium children in KS2 were supported financially so that they could enjoy the benefit of hot or cold school dinners.
- When looking at persistent absentees (below 90% attendance), 69% are pupil premium children, this compares to 58% in the previous year.
- 26% of pupil premium children have been supported with mental health related barriers to learning.

Further information – Review of Spending 2023-2024

Total funding received for the year 2023-2024 = £110,580

Barrier	Approach	Staff / Actions	Cost
Low levels of attendance and persistent absenteeism	Attendance was monitored daily and absences addressed swiftly. Pupils who had regular absences were addressed through letters, phone calls and meetings (and where appropriate, advice was sought from outside agencies).	Deputy Headteacher support, including a focus on improving rates of attendance and reducing persistent absenteeism. A proportion of the salary of our part-time welfare assistant, the school business support and the school finance administrator to improve attendance.	£14,313
Gaps in learning	<p>HLTA and teachers offered targeted group support and interventions.</p> <p>TAs ran intervention groups for maths and English as well as taking smaller groups out for pre/post teaching as necessary.</p> <p>We identified key pupils who would benefit from teacher led 'booster' sessions in maths and English (partially funded by the government catch-up funding)</p> <p>A regular and consistent use of practical resources in maths was encouraged to develop and secure pupils' understanding of key concepts.</p> <p>Children in Foundation Stage were identified to take part in a series of nurture sessions led by a teaching assistant.</p>	<p>A proportion of the salary of a higher-level teaching assistant delivered targeted support.</p> <p>A proportion of the salary of Level 3 teaching assistants to support maths across the school (KS1 Numicon and KS2 ALPs) to help close the attainment gap.</p> <p>A proportion of a teacher's salary to provide teacher led interventions in maths and English.</p> <p>The purchase of improved learning resources, including additional maths resources and gender specific books to further engage boys in reading.</p> <p>Proportional of the salary of a level 2 teaching assistant to run NELI sessions to support early talk/ reading.</p>	£28,214
Pupils struggle to access the complete curriculum	<p>Reading took a high priority. Teaching assistants endeavoured to listen to all pupils read at least 3 times each week and pupil premium children at least 4 times a week.</p> <p>Deputy Head monitored weekly and addressed areas of concern.</p> <p>SENDCo liaised with different external agencies as appropriate, ensuring the provision children received was representative of their needs.</p> <p>Purchasing of a new government backed phonics scheme to enable a strong and consistent approach to early reading and writing.</p>	<p>A proportion of the salary of Level 2 and 3 teaching assistants to support reading across the school.</p> <p>A proportion of the SENDCo salary to address specific needs for pupils and time spent liaising with outside agencies, where necessary</p> <p>A proportion of the cost of a new phonics scheme to be delivered across the Foundation Stage and Key Stage 1, as well as in Key Stage 2 where appropriate. Different parts of the phonics program will be delivered by teachers and teaching assistants.</p>	£37,775
Pupils had limited experiences beyond their home life and immediate community.	Children were provided with 'springboard' experiences in and out of school. This was achieved through our Forest School sessions, trips and visitors to the school.	<p>A proportion of the salary of a level 3 teaching assistant delivering Forest School to Year 2 and Year 3 pupils, helping to provide unique learning opportunities.</p> <p>A proportion of the cost of specialist visitors to school to broaden pupil experiences such as M and M Productions.</p> <p>A proportion of the on-going costs for the school mini-bus.</p> <p>A proportion of the cost of trips for pupil premium children was paid and, in some cases, this was paid in full.</p>	£6,918

Pupils having negative influences upon their wellbeing.	Children were supplied with reduced priced school meals, milk, school uniform and other sundries (including water bottles) Providing staff training on children's mental health and well-being	Subsidising school dinners, milk, uniform and sundries for KS2. Subsidising of breakfast club so that pupils could begin their school day fed and full of energy, while also helping to keep pupils focused and engaged in their work. A proportion of the cost of the training allowing staff to be informed of the latest strategies and techniques in assessing and supporting pupils with mental health concerns.	£15,711
Other professional support	Meetings and support processes were held throughout the year.	Various different meetings were carried out throughout the year to support different pupil premium children; these meetings included PEP reviews, LAC meetings, CCRs as well as others.	£7,650
			£110,580