

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	Barleyhurst Park Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	21 st October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	J. Armstrong
Pupil premium lead	J. Passmore
Governor / Trustee lead	N. Kumarasamy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,131
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,426

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
Pupils make at least expected progress, with some making accelerated progress, in reading, writing and maths.	The progress gap between pupil premium children and non-pupil premium children will close by at least 0.1 Pupil Asset* progress points for writing and maths and 0.2 Pupil Asset* progress points for reading.
Increase overlearning and reinforcement in reading at home and in school.	Increase the reading accuracy, fluency and comprehension of pupil premium children. An increase in the reading age and comprehension age by more than the chronological period of time for pupil premium children.
Increase overlearning and reinforcement in key maths skills at home in school.	Increase accuracy and fluency of key maths skills in mental maths proficiencies for PP pupils
Interventions are targeted appropriately and used effectively to reduce barriers to learning and improve attainment.	Disadvantaged pupils make at least expected progress, with some making accelerated progress, in reading, writing and maths. The progress gap between pupil premium children and non-pupil premium children will close by at least 0.1 Pupil Asset* progress points for writing and maths and 0.2 Pupil Asset* progress points for reading.
Pupil premium attendance improves.	Attendance of identified pupil premium children increases and the gap between them and non-pupil premium narrows. Pupil premium children's attendance is above 96%. Reduce the number of pupil premium children who are persistent absentees by 2 compared to the end of the previous year.
Pupils access a wide range of enrichment experiences and use these experiences as a springboard to improve the quality of writing and topic work.	Improved writing attainment by 10% - 20% for pupil premium children. Increase the number of pupil premium children writing at greater depth by the end of the year. The progress gap between pupil premium children and non-pupil premium children will close by at least 0.1 Pupil Asset* progress points for writing. The number of pupil premium children working at age related expectations in geography and history will improve by 10%.

*Pupil Asset 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)

Budgeted cost: £ 20,000

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)

Budgeted cost: £40,000

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)

Budgeted cost: £44,000

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

Total budgeted cost: £104,000

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.

- KS1 Internal Exit Data
 - Reading** – 55% of pupil premium children achieved ARE or better, with 11% achieving GTD.
 - Writing** – 11% of pupil premium children achieved ARE or better, with 11% achieving GTD.
 - Maths** - 55% of pupil premium children achieved ARE
- KS2 internal exit data
 - Reading** – 33% of pupil premium children achieved ARE or better, with 11% achieving GTD. 23% of pupil premium children made accelerated progress since the end of KS1
 - Writing** – 42% of pupil premium children achieved ARE or better, with 8% achieving GTD. 15% of pupil premium children made accelerated progress since the end of KS1.
 - Maths** - 42% of pupil premium children achieved ARE or better, with 8% achieving GTD. 38% of pupil premium children made accelerated progress since the end of KS1
- Pupil premium children had an average attendance of 95.9% (non-pupil premium was at 96.6%)
- 27% of our school pupils came in during the lockdown (05.01.21- 08.03.21), which is broadly in line with the national picture of 28%.
23% of our pupil premium children attended school during this lockdown, which is up from 10% of pupil premium children during the previous lockdown.
- 1 pupil premium child received adult support at home to ensure continuity in provision.
- 92% of pupil premium children had attendance above 90% (non-pupil premium was 95%), with 69% of pupil premium children having attendance at 97% or above (non-pupil premium was 65%).
- 92% of pupil premium children in KS1 and 40% of pupil premium children in KS2 were supported financially when purchasing additional resources from school, including uniform items and water bottles.
- 100% of pupil premium children had stationery packs provided so that they could complete their home learning.
- 76% of pupil premium children in KS2 were supported financially so that they could enjoy the benefit of hot or cold school dinners.
- 85% of pupil premium children had school meals and/ or food vouchers delivered to them during the lockdown.
- Pupil premium children received regular phone calls from their class teacher, touching base and offering support as needed.
- 35 pupil premium children were provided with computing equipment from school to allow them access to home learning activities
- When looking at persistent absentees (below 90% attendance), 46% are pupil premium children, this compares to 39% in the previous year.
- Our school administration team, supported parents and carers throughout lockdown with regular phone calls, support with accessing food vouchers and food parcels, and offering well-being support.

Further information – Review of Spending 2020-2021

Total funding received for the year 2020-2021= £96,277.50

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.	£15,290.50
Gaps in learning	HLTA and teachers offered targeted group support and interventions. TAs ran intervention groups for maths and English as well as taking smaller groups out for pre/post teaching as necessary. We identified key pupils who would benefit from teacher led 'booster' sessions in maths and English (partially funded by the government catch-up funding) A regular and consistent use of practical resources in maths was encouraged to develop and secure pupils' understanding of key concepts.	A proportion of the salary of a higher-level teaching assistant delivered targeted support. 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. Booster groups for maths and English by qualified teachers and teaching assistants. The purchase of improved learning resources, including additional maths resources and gender specific books to further engage boys in reading.	£29,024
Pupils struggle to access the complete curriculum	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. Deputy Head monitored weekly and addressed areas of concern. SENDCo liaised with different external agencies as appropriate, ensuring the provision children received was representative of their needs.	A proportion of the salary of Level 2 and 3 teaching assistants to support reading across the school. A proportion of the SENDCo salary to address specific needs for pupils and time spent liaising with outside agencies, where necessary.	£14,157
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.	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. A proportion of the cost of specialist visitors to school to broaden pupil experiences such as M and M Productions. A proportion of the on-going costs for the school mini-bus.	£4,720
Pupils having negative influences upon their wellbeing.	Children were supplied with reduced priced school meals, milk, school uniform and other sundries (including water bottles)	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.	£15,168

Additional welfare support during Covid-19 lockdown	Children were provided with a selection of resources to allow lockdown learning to be as successful as possible- (including, but not limited to, stationery, reading materials, lunches, tech and tech support).	Families were provided additional welfare support during the Covid-19 lockdown. Children were also supported in their learning with the supply of necessary resources which allowed pupils to continue with their learning with as little disruption as possible.	£8,600
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.	£9,318
			£96,277.50