

Pupil premium strategy statement – Barleyhurst Park Primary School

This statement details our school's use of pupil 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	199
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Full Governing Board
Pupil premium lead	J. Passmore
Governor / Trustee lead	N. Ready

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£110,920

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 can be 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.	80% of pupil premium children will make expected progress, with 20% making accelerated progress.
Increase overlearning and reinforcement in reading at home and in school.	<p>Increase the reading accuracy, fluency and comprehension of pupil premium children in Key Stage 1 and Lower Key Stage 2.</p> <p>An increase in the reading age and comprehension age by more than the chronological period of time for pupil premium children.</p>
Increase overlearning and reinforcement in key maths skills at home and in school.	Increase accuracy and fluency of key maths skills in mental maths proficiencies for pupil premium children at the end of Key Stage 2 (arithmetic paper) and increase the average score and number of pupil premium children achieving the maximum score in the Year 4 MTC.
Interventions are targeted appropriately and used effectively to reduce barriers to learning and improve attainment in maths.	80% of pupil premium children will make expected progress, with 20% making accelerated progress.
Pupil premium attendance improves.	<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 5 compared to the end of the previous year.</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>Improved writing attainment by 10% - 20% for pupil premium children.</p> <p>Increase the number of pupil premium children writing at greater depth (3) by the end of each year of this strategy term.</p> <p>The number of pupil premium children working at age related expectations in geography and history will improve by 10%.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Actual cost: £20,366

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 time</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: £44,500

Actual cost: £43,356

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: £45,000

Actual cost: 57,269

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.</i> <i>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 time</i>	26% of disadvantaged children have SEND/ learning difficulties, 5 of which have complex SEND 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: £109,500

Total funds received: £120,991

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Phonics 71% of Year 1 pupil premium children passed the phonics screening (2 EHCP pupil premium did not sit the screening).
83% of Year 2 pupil premium children passed the phonics screening.
50% of Year 2 pupil premium children who took the phonics screening passed.
- KS1 Exit Data
Reading – 55% of pupil premium children achieved ARE; this is compared to 58% of the class as a whole achieving at least the expected standard.
Writing – 36% of pupil premium children achieved ARE; this is compared to 51% of the class as a whole.
Maths - 45% of pupil premium children achieved ARE or better; this is compared to 54% of the class as a whole achieving at least the expected standard.
- KS2 exit data

	Reading		Writing		Maths		Spag	
	ARE (or better)	GD	ARE (or better)	GD	ARE (or better)	GD	ARE (or better)	GD
PP children	43%	7%	71%	7%	50%	7%	71%	-
Class as a whole	58%	16%	74%	10%	58%	13%	68%	23%
Nationally	75%	33%	72%	13%	74%	26%	73%	30%
Nationally disadvantaged	63%	Not available	59%	Not available	61%	Not available	60%	Not available

- Pupil premium children had an average attendance of 90.7%, down from 91.2% the previous year (non-pupil premium was 95.6%, up from 95.3% the previous year). Nationally, primary school pupils had attendance of 94.8%
- 66% of pupil premium children had attendance above 90%, down from 84% the previous year (non-pupil premium was 94%, the same as the previous year), with 20% of pupil premium children having attendance at 97% or above which is up from 38% the previous year (non-pupil premium was 52%, up from 47% the previous year).
- 64% of pupil premium children in KS1 and 54% of pupil premium children in KS2 were supported financially when purchasing additional resources from school, including uniform items and water bottles.
- 69% 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), 76% are pupil premium children, this compares to 69% in the previous year.