

Barley Close Primary School Pupil premium strategy statement 23-24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021-22 22-23 23-24
Date this statement was published	Oct 23
Date on which it will be reviewed	Dec 24
Statement authorised by	Mrs Jo Williams
Pupil premium lead	Mrs Kim Drake
Governor / Trustee lead	Sarah Lines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,830
Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£175,765

Part A: Pupil premium strategy plan

Statement of intent

At Barley Close Primary School, we are committed to ensuring that **all** pupils can develop the knowledge, understanding and skills necessary to reach their full academic potential and to live a happy, healthy, successful and fulfilling life.

A key objective in using the pupil premium allocation is to continue to diminish differences in achievement and progress between disadvantaged pupils and their peers. This includes disadvantaged pupils who are high attainers. In order for this to happen, it is vital that we identify and address barriers. For some of our pupils, these barriers include social and emotional needs, and disparities between their life experiences and the experiences of children from more affluent backgrounds. These barriers impact on attendance, resilience, aspirations, knowledge and vocabulary acquisition.

We strive to diminish these barriers through high quality first teaching, including the use of small group tuition; SEMH interventions; and raising aspirations through the range of experiences we offer our pupils.

We will consider the challenges faced by vulnerable pupils, such as those who are young carers, and those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As a school we actively seek expert advice and consult research to inform our practice. This has included several specific Pupil Premium reviews in recent years (LA x2, Inclusion Expert and Marc Rowland).

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment between disadvantaged and non-disadvantaged pupils. In most year groups this gap is in line with national and LA gaps. In classes with larger gaps, mobility, overlapping vulnerabilities and the impact of missed learning are key factors.
2	Vocabulary gap: Assessments, teacher observations and discussions with pupils demonstrate that vocabulary is an area of development for pupils at Barley Close, particularly for those from disadvantaged

	backgrounds. Due to relatively narrow experiences, some pupils possess a restricted vocabulary. Furthermore, a number of children join us with speech and language needs. This impacts on all areas of the curriculum. Research shows that, if not addressed, a restricted vocabulary affects future attainment, employment and mental health (Law, Rush Schoon & Parsons (2009) Modelling developmental language difficulties from school entry into adulthood). The pandemic and subsequent missed learning further exasperated this issue for some pupils.
3	Aspirations Some pupils and their families have low aspirations and value for learning and education. Some lack the opportunities and experiences that other children encounter and, therefore, are not aware or interested in pursuing learning experiences outside of school. This impacts on knowledge, understanding, skills and vocabulary.
4	Learning behaviours We need to continue to work on learning behaviours so that children have the attributes required to be self-motivated, engaged in learning and have the resilience needed so that the best learning can take place and so that children are able to socialise with each other positively.
5	Emotional well-being: A number of pupils find it difficult to manage emotions and anger. Some have experienced trauma. This impacts on all areas of schooling.
6	Attendance There is an attendance gap for disadvantaged pupils.

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 (challenge number in brackets)	Success criteria
1. By 23-24 There is not an attainment gap in any year group between disadvantaged pupils and their peers in reading, writing or maths. Staff engage in CPD to ensure best practice in all areas. All subjects have the resources necessary to provide a high-quality and engaging curriculum	Gaps are identified and interventions are in place following each data point (or as soon as a concern is identified), allowing gaps in learning to be addressed swiftly. 23-24 Statutory outcomes for EYFS, Y1, Y2 , Y6 and internal data for years 3-5 show that attainment for all is at least in line with national outcomes and there is not a gap between disadvantaged pupils and their peers in any year group. % of disadvantaged pupils achieving GDS is at least in line with National, at all stages, for all subjects. Children talk enthusiastically about learning in all subjects. They recall past learning and make links. Assessments show that pupils know and remember more. Observations demonstrate that high quality and engaging resources are used.

2.Improved oral language skills and vocabulary for all. Specific Speech and Language needs are promptly identified and met.	Weekly vocabulary lessons continue to take place and monitoring shows that children are remembering taught vocabulary and able to apply this. Observations of all subjects demonstrate that vocabulary has a clear focus and is an essential element of the teaching structure. Improved reading assessments demonstrate that pupils are able to read and understand more words and can use this to successfully comprehend what they have read. This is further reflected in their vocabulary choices when writing. Speech and Language needs are identified quickly and expert support in place. Interventions have clear entry and exit criteria- targets are achieved and pupils make rapid progress in SALT development. Speech and Language Therapist has trained key staff so that practice is embedded throughout our provision.
3.Children experience a wider range of places, people and opportunities, in line with those from more affluent areas. This is reflected in learning and they are more aware of future education and vocational options available to them.	Children can talk about a range of careers. They are more ambitious about future career choices. Pupils talk enthusiastically about the visits and visitors arranged for them, for example, attending STEM workshops led by engineers. Pupil conferencing and writing outcomes demonstrate a wider understanding and use of vocabulary and application of experiences. Parent surveys value the learning experiences offered to pupils. Pupil conferencing demonstrates an increased value placed on learning
4.Children consistently demonstrate positive learning behaviours, including independence and resilience, allowing best learning to take place.	Observations of learning shows that pupils are more resilient and independent. They can manage their distractions. This is reflected in improved progress in all lessons. Increase in children achieving GDS as children cope better with challenge Pupil conferencing illustrates that children can discuss learning behaviours and how they are successful in these areas. Decrease in behaviour incidents recorded on CPoms.
5. Pupils' emotional needs are identified and met.	All staff are trauma aware. Children requiring emotional support are identified and discussed regularly at SLT level. Pupil and family mentor provides support to these children. The impact of this is shown in improved mental health, self-esteem, emotional intelligence and ability to manage anger.

	LBS team, and external sports coaches lead, model and supports purposeful play so that children are engaged in positive play at lunchtime. External expert support sought where required, e.g. Educational Psychologist, behaviour support, to ensure those requiring professional support receive this.
6.Improved attendance for all pupils, particularly our disadvantaged pupils.	Barley Close continues to employ EWO to track attendance and work closely with key families to ensure attendance improves. Engage with new LA attendance offer to ensure we are doing everything we can to increase attendance. Attendance for all is at least 96% with the gap between disadvantaged pupils and their peers diminishing.

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: £123, 898.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Shine resource to complement use of Standardised Test. This software will identify pupils and interventions based on test outcomes.	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf d2tic4wvo1iusb.cloudfront.net Recommendation 6 “Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs”. EEF Improving literacy in Key stage 1.	1, 2
Ongoing CPD for staff based on Vocabulary teaching English and Maths CPD for teachers new to a year group	EEF Improving literacy in Key stage 1. And Improving Literacy in Ks2 recommend explicit teaching of vocabulary EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf d2tic4wvo1iusb.cloudfront.net Recommendation 1.” Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words”.	1, 2
Non-contact time for Disadvantaged pupils	Disadvantaged pupils make up a large % of our demographic. It is important that the lead	1, 2, 3, 4, 5, 6,

champion (DHT) to ensure: a) forensic tracking of progress and attainment for disadvantaged pupils. b) teachers are trained so they know who their disadvantaged pupils are, barriers to learning, and strategies to address these. c) disadvantaged pupils at the heart of all monitoring of teaching and learning,	is given sufficient time for the role to ensure ongoing meticulous tracking of progress and formulation of actions to support these pupils.	
Ta's employed in all classes each morning and 3 TA's employed for afternoons in key classes. Role allows either TA or teacher to facilitate: Pre-teaching; small group / 1:1 support for focus children during lessons; small group / 1:1 intervention based on any gaps/ required support each day.	<u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u> "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year". "Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants".	1, 2
CPD for TA's through our hub		
Supply costs to enable class teachers and TA's to engage in PPM meetings with SLT to discuss children's progress and necessary actions.		
Online learning platforms to support engagement in learning at school and at home. TTRS and My Maths subscription to support home learning. Reading eggs for 50 children	<u>Homework EEF (educationendowmentfoundation.org.uk)</u> "Homework has a positive impact on average (+ 5 months.)" "Homework that is linked to classroom work tends to be more effective."	1

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

Budgeted cost: £14,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading assistants in reception and Y1.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) “Purposeful speaking and listening activities support pupils’ language development. Purposeful activities include:; — reading books aloud and discussing them, including use of structured questioning;”	1, 2
Educational Psychologist to support complex SEND and behaviour needs	Barley Close impact reports from previous years demonstrate that this is a valuable resource to identify and meet needs of specific pupils. Results have been based around improved attendance, reduced exclusions and children being able to continue their education in mainstream rather than specialist provision.	1, 5
Speech and Language therapist weekly visit to support early identification of speech and language needs and provide 1:1 ‘therapy.	“ The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year.” Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £ 35288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Future Me at UWE, Book Explorer project based on aspirations and future-self work with Y4 class. This involves mentoring sessions for pupils with a UWE student.	Mentoring EEF (educationendowmentfoundation.org.uk) On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour... Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.	3
Enrol in Teach First Start Small, Dream Big programme with Somerset Careers Hub to	SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	3

develop career education aimed at Y5 and Y6.	“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make wellinformed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work”	
Behaviour support services employed to support pupils and their families	Behaviour interventions EEF (educationendowmentfoundation.org.uk) The average impact of behaviour interventions is four additional months’ progress over the course of a year.” Barley Close impact reports from previous years demonstrate that this is a valuable resource to identify and meet needs of specific pupils. Results have been based around improved attendance, reduced exclusions and children being able to continue their education in mainstream rather than specialist provision.	4, 5
Children needing support with self-regulation/ management of emotions are identified and take part in interventions with our pupil and family support mentor	Social and emotional learning EEF (educationendowmentfoundation.org.uk) “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”	4, 5, 6
Pupil and Family support mentor enrolled in ELSA Training		4, 5, 6
Support trip cost for disadvantaged families, e.g. residential trip	Our knowledge of our pupils tells us that many children do not experience extra-curricular learning or visits to places of interest. This affects knowledge, vocabulary and aspirations.	3
Attendance continues to be tracked closely by EWO and senior leaders EWO to meet with families where attendance is a concern Improved attendance celebrated Breakfast club offered to those who struggle to get to school on time Pupil and family support mentor works with key families to improve engagement with school Engagement with LA EWO	Parental engagement EEF (educationendowmentfoundation.org.uk) “Parental engagement has a positive impact on average of 4 months’ additional progress.” “Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment. Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage.” <i>Gov.uk The Link between absence and attainment at KS2</i>	6

Total budgeted cost: £173,854.43