

Pupil Premium Strategy Statement – Barnard Grove Primary School

This statement details our school's use of pupil premium (and recovery 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	287
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025
Date this statement was published	31.12.22, 31.12.23
Date on which it will be reviewed	July 2025
Statement authorised by	Mr. L. Walker
Pupil premium lead	Mrs. L. Wesson
Governor / Trustee lead	Mr. M. Kay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,750
Recovery premium funding allocation this academic year	£15,660 (expected)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£180,410

Part A: Pupil premium strategy plan

Statement of intent

At Barnard Grove Primary School, we aim to ensure that children in receipt of pupil premium funding receive the support they require, so that their attainment and achievement is broadly in-line with other children, both within the school and in comparison with children, nationally.

We also aim for additional gaps, brought about as a result of the Covid-19 pandemic and subsequent lockdowns, to be narrowed.

During 2024-2025 academic year, priorities will focus on:

- Raising attainment in writing throughout school;
- Improving children's basic skills in reading, writing, maths and speaking and listening in the Early Years;
- Improving pupils' phonic knowledge, understanding of language and vocabulary, and their capacity to read a wide range of books (including for pleasure);
- Continue to broaden pupils' experiences beyond school (cultural capital/enrichment offer);
- Improving attendance and reducing persistent absence figures;
- Further engaging with parents and carers to strengthen home-school links, improving parental knowledge of the school's Curriculum Principles;
- Supporting wellbeing and children's social, emotional and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills – a significant number of children (particularly those in receipt of pupil premium funding) have limited vocabulary and low language skills on entry into Early Years. This has an impact on all areas of learning, limiting children's chances of attaining age-related expectations.
2	The Covid pandemic, national lockdowns, then subsequent 'bubble' closures, has resulted in gaps in children's learning. Some children were unable to access aspects of the curriculum, even when supported by the school. Although the gaps are evident across the whole curriculum, the greatest impact is in the core subjects of reading, (particularly) writing and maths.
3	Poor/inconsistent attendance and/or punctuality results in children losing learning time, which then impacts on attainment and progress. Poor attendance is a greater issue for pupil premium children in school, which also has an impact on the effective delivery of in-school interventions.
4	Children eligible for pupil premium can have limited life experiences outside of school, impacting on their understanding of the wider world, which results in low aspirations for their futures.
5	Throughout school, there are high levels of social and emotional need presenting on a daily basis, both with parents and children. This has a significant impact on mental wellbeing, leading to evidence of behaviour that challenges. With increased emotional difficulties, children require increased support to manage their emotional state and to improve their resilience in lessons.
6	Due to recent limited access to the school, for open days or information-sharing sessions, parents/carers have not been consistently able to support their children's learning in partnership with school.

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
Improve levels of language, vocabulary and communication skills across school, but with a focus on Early Years.	High-quality adult-child interactions are consistently seen across the Early Years setting. Increased proportion of children are judged to be at age related expectations in

	communication and language areas of learning. Phonics outcomes, at the end of Year 1, continue to be at least in-line with national averages.
Pupil premium children make good or better progress in reading, writing and maths, so that age-related expectations are met and attainment is in-line with other children.	The attainment gap between PP children and other children is reduced to be at least in-line with the national average, with a particular focus on writing, at all key assessment points. Increased progress measures for PP children by the end of Key Stage 2.
Improve attendance and punctuality figures and reduce persistent absence.	For all children, but with a particular focus on PP children, both the absence rate and persistent absence rate, are reduced to be: • in-line with similar schools, nationally, by the end of 2023; • in-line with all schools by the end of 2025.
Improve the school's enrichment offer, both curricular and extra-curricular, through increased, varied and targeted enrichment opportunities.	PP children have increasingly varied experiences, evidenced through: • regular planned educational visits throughout the school year, linked to the school's curriculum; • improved residential visit offer for children across Key Stage 2; • a variety of after-school clubs being offered to children across school.
Increase the capacity and knowledge-base of the school's inclusion/safeguarding team to ensure bespoke, targeted and timely support is provided.	The school's safeguarding team is increased in number to ensure that the school's response to any issues are dealt with promptly, providing parents/carers and children with added reassurance.
Continue to develop parental engagement with their children's learning, establishing consistent home-school learning partnerships.	Increased number of activities where parents/carers are invited into school to share learning experiences. Increased engagement in school surveys and parental voice.

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: £77,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that staff at all levels have the opportunity, through targeted CPD, to build upon their skills and experience to raise pupil attainment. Phase and subject leaders have regular release time to improve the teaching and learning offer in their phase of school or subject.	<u>High Quality Teaching</u> Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	All
Early Years staff receive training to support the development of children's language and communication skills.	<u>EEF Oral Language Interventions</u> Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or	1 and 2

	both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some PP pupils to catch up with peers, particularly when this is provided one-to-one. The average impact of oral language interventions is approximately 7 months' progress over the course of a year.	
Ensure Read, Write Inc phonics programme is taught consistently and with rigour, through: - regular release time for the phonics leader; - weekly meetings for staff to reflect on practice; - engagement in RWI development days.	<u>Phonics</u> Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. The average impact of phonics is approximately 5 months.	1 and 2

Appointment of Higher Level Teaching Assistants in each phase of school to release class teacher to work with small groups of children, with a particular focus on writing.	<u>Small Group Tuition</u> Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. The average impact of small group tuition is approximately 4 months.	1, 2, 3 and 5

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

Budgeted cost: £61,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each class teacher and HLTA to provide small group tuition, with a focus on raising	<u>EEF – One to One (Small Group) Tuition</u>	2 and 3

writing attainment, particularly with low-attaining PP children.	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching, therefore the school day is extended for selected pupils. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. The average impact of one to one/small group tuition is approximately 6 months.	
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Purchase/subscribe to the following programmes to support children's reading in Key Stage 2: Lexia, Accelerated Reader and Boom Reader	<u>Reading Comprehension Strategies</u> Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, PP children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. The average impact of reading comprehension strategies is approximately 6 months.	1, 2, 3, 4 and 6
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Employ HLTAs and TAs to ensure low-attaining PP children are supported within each phase of school.	<u>Teaching Assistant Intervention</u> Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support. Schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. The impact of teaching assistant intervention is approximately 5 months.	1, 2, 3 and 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of extra-curricular activities (including residential trips) at no or heavily subsidised cost.	<u>EEF – Outdoor Adventure Learning</u> Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Outdoor Adventure Learning might provide opportunities for PP pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <u>EEF – Aspiration Interventions</u> By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	3, 4 and 5

	The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.	
Develop the use of Marvellous Me and Tapestry to ensure parents/carers are involved in all aspects of childrens' learning, both at home and at school. Enhance the school's inclusion team to ensure the needs of families are met in a timely manner. Improve attendance of all children, but particularly PP children by: - providing face-to-face support at the start and end of each day; - carrying out home visits and/or 'first-day response' to support families; - working with the School Attendance Officer to refer complex cases; - signposting parents/carers to external support/agencies; - when required, providing free wraparound care.	<u>Parental Engagement</u> Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. PP pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. The average impact of parental engagement is approximately 5 months.	All
Give appropriate CPD and release time to enable two members of support staff to provide	<u>Social and Emotional Learning</u>	All

targeted children with emotional literacy support. Develop the Wellbeing Co-ordinator role to ensure that children's SEMH needs are met. Embed mindfulness programmes throughout school. Embed the use of a nurture base within school.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. 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. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The average impact of social and emotional learning is approximately 4 months.	
Ensure staffing ratios in Nursery allow for children to take up full-time offer and/or offer to start provision before the term after third birthday.	<u>Earlier Starting Age/Extra Hours (Nursery)</u> "Earlier starting age" refers to increasing the time a child spends in early years education by beginning at a younger age. This would typically mean being enrolled in nursery or pre-school from the age of two or three and experiencing up to two years of early years education before starting school. The average impact of earlier starting age/extra hours (in nursery) is approximately 6 months.	1, 2, 3, 5 and 6

Total budgeted cost: £184,544

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessments and teacher judgements were used to determine the performance of disadvantaged children during the 2023-2024 academic year.

Within the data analysis, '+' denotes where disadvantaged children have outperformed 'other' children in the school.

Nursery

20% of the cohort is disadvantaged.

Of the 17 areas of learning, Outstanding progress was made in all areas apart from Speaking, Gross Motor Skills and Fine Motor Skills. The 'other' children in the cohort mirror this progress.

In the specific areas of learning, the gap between disadvantaged children and 'others' attaining the age-expected standard is as follows: Listening, Attention and Understanding (+18%); Speaking (+18%); Self Regulation (+18%); Managing Self (+13%); Building Relationships (+12%); Gross Motor Skills (+14%); Fine Motor Skills (+12%); Comprehension (+4%); Word Reading (+11%); Writing (+10%); Number (+18%); Numerical Patterns (+41%); Past and Present (+4%); People, Culture and Communities (+9%); The Natural World (+27%); Creating with Materials (+8%); Being Imaginative and Expressive (19%).

Reception

32% of the cohort is disadvantaged.

Good or Outstanding progress was made in all 17 areas of learning, which is the same as the 'other' children in the cohort.

50% of disadvantaged children achieved GLD. This is in-line with disadvantaged children nationally.

In the specific areas of learning, the gap between disadvantaged children and 'others' attaining the age-expected standard is as follows: Listening, Attention and Understanding (11%); Speaking (11%); Self Regulation (6%); Managing Self (6%); Building Relationships (6%); Gross Motor Skills (16%); Fine Motor Skills (16%); Comprehension (36%); Word Reading (26%); Writing (21%); Number (21%); Numerical Patterns (21%); Past and Present (26%); People, Culture and Communities (31%); The Natural World (31%); Creating with Materials (21%); Being Imaginative and Expressive (16%).

Year 1

22% of the cohort is disadvantaged.

Good progress was made in Reading and Maths.

67% of disadvantaged children achieved the Phonics Screening Check, which is consistent with the school's performance in the last three years. This is in-line with disadvantaged children nationally, but is 16% below 'other' children nationally.

In Reading, the gap between disadvantaged children and 'others' attaining the age-expected standard is 16%. In Writing it is 48% and in Maths it is +9%.

Year 2

42% of the cohort is disadvantaged.

Outstanding progress was made in Reading and Writing, with Good progress made in Maths.

In Reading, the gap between disadvantaged children and 'others' attaining the age-expected standard is 11%. In Writing it is 43% and in Maths it is 16%.

Reading - 58% of disadvantaged children achieved the expected standard, which is a 2% decrease on 2023 figures, compared to 72% of 'others' nationally, leading to an attainment gap of 14%, narrowing by 4% on 2023.

Writing - 26% of disadvantaged children achieved the expected standard, which is 7% down on 2023 figures, compared to 63% of 'others' nationally, leading to an attainment gap of 37%, narrowing by 3% on 2023.

Maths - 53% of disadvantaged children achieved the expected standard, which is 14% down on 2023 figures, compared to 73% of 'others' nationally, leading to an attainment gap of 20%, widening by 8% on 2023.

Year 3

51% of the cohort is disadvantaged.

Good progress was made in Writing.

In Reading, the gap between disadvantaged children and 'others' attaining the age-expected standard is 17%. In Writing it is 4% and in Maths it is +2%.

Year 4

50% of the cohort is disadvantaged.

Outstanding progress was made in Reading and Maths.

In Reading, the gap between disadvantaged children and 'others' attaining the age-expected standard is 30%. In Writing it is 25% and in Maths it is 35%.

Year 5

47% of the cohort is disadvantaged.

Outstanding progress was made in Reading and Maths.

In Reading, the gap between disadvantaged children and 'others' attaining the age-expected standard is 30%. In Writing it is 32% and in Maths it is 35%.

Year 6

44% of the cohort is disadvantaged.

Outstanding progress was made in Reading, Writing and Maths.

Reading, Writing and Maths Combined - 65% of disadvantaged children achieved the expected standard, which is a 9% improvement on 2023 figures, compared to 67% of 'others' nationally, leading to an attainment gap of 2%, narrowing by 13% on 2023. The national gap is 22%.

Disadvantaged children outperform disadvantaged children nationally, by 20%.

The performance of disadvantaged children has improved by 13% over the last three years.

Reading - 80% of disadvantaged children achieved the expected standard, which is an 8% improvement on 2023 figures, compared to 79% of 'others' nationally, leading to no attainment gap, narrowing by 6% on 2023. The national gap is 17%.

Disadvantaged children outperform disadvantaged children nationally, by 18%.

The performance of disadvantaged children has improved by 13% over the last three years.

Writing - 65% of disadvantaged children achieved the expected standard, which is a 4% improvement on 2023 figures, compared to 78% of 'others' nationally, leading to an attainment gap of 13%, narrowing by 6% on 2023. The national gap is 20%.

The performance of disadvantaged children has improved by 9% over the last three years.

Maths - 80% of disadvantaged children achieved the expected standard, which is 3% down on 2023 figures, compared to 79% of 'others' nationally. The national gap is 20%.

Disadvantaged children outperform disadvantaged children nationally, by 21%.

The performance of disadvantaged children has improved by 17% over the last three years.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Miskin Literacy
Times Table Rockstars	Maths Circle Ltd.
Accelerated Reader	Renaissance
Lexia	LexiaUK Ltd.
Boom Reader	BW Walch
Marvellous Me	Marvellous Me Ltd.
Tapestry	The Foundation Stage Ltd.