

Pupil premium strategy statement –

Barlestone Church of England 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	199
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dave Ellison Lee
Pupil premium lead	C Murray
Governor / Trustee lead	Jo Westaby (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
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>	£60,680

Part A: Pupil premium strategy plan

Statement of intent

Our primary objective is to ensure that all students reach their full potential, both academically and socially. To accomplish this, a significant portion of our efforts related to the Pupil Premium will focus on delivering high-quality teaching, promoting attendance that meets national standards, achieving attainment levels that align with age-related expectations, and providing broader experiences to enrich each child's perspective of the world.

The key principles behind this strategy are:

- **Achieve-** Our goal is to provide teachers with high-quality Continuing Professional Development (CPD) that enhances teaching effectiveness and deepens subject knowledge. This will be accomplished by centralising teacher CPD, ensuring that instructional coaching is available to foster further development, creating curriculum resources to support all students, and providing additional assistance as needed.
- **Attendance-** The school will utilise various resources to promote student attendance, ensuring that all pupils receive the education they are entitled to. This support may include:
 - In-school assistance
 - Social and emotional support for students facing emotional-based school avoidance (EBSA)
 - Emotional Literacy Support Assistants (ELSA)
 - Trust Attendance Officer support
 - Local authority offerings through inclusion services
- **Wider Experiences-** We are committed to providing pupils with a diverse range of opportunities designed to broaden their perspectives and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and punctuality. This reduces the time these pupils are accessing learning and can contribute to lower attainment and progress.

2	Pupil Premium children have higher issues with SEMH and well-being
3	High proportion of disadvantaged children have recognised SEND needs
4	Limited vocabulary to be able to access the academically rigorous curriculum
5	Lower attainment in writing across the school
6	The proportion of disadvantaged children meeting the standard of the phonics screen is lower than that of non-disadvantaged children.

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Disadvantaged children take pleasure in reading and develop a effective reading culture that supports academic progress.	Disadvantaged pupils enjoy reading a variety of books, they have opportunities to share books frequently with an adult. All pupils who do not have additional SEND needs meet the expected standard of the National Phonics Screen in Year 1.
Pupils can produce age related pieces of writing across a variety of genres.	Implementation of the new writing curriculum across KS1 and KS2.
All disadvantaged pupils are monitored closely, they benefit from quality and targeted interventions	Accelerated progress made by pupils because of the effective teaching and interventions put in place. Recognised support and interventions help reduce the attainment gap between disadvantaged pupils and others.
SEMH needs are identified, teachers and LSA's recognise when to refer and use strategies to support	SEMH needs are recognised early. Swift referrals made for appropriate help. Referrals made to ELSA within school.

	<p>Parents are part of the process. Staff are confident in referring and supporting in class.</p>
<p>Attendance and punctuality improves for Pupil Premium pupils.</p>	<p>Parents are aware of their legal responsibility to ensure that their children attend school. Trust attendance officer supports families to ensure that all children attend school regularly and on time. Children have positive attitudes towards schools – they want to attend and do not want to miss out. Attendance is at least in line with national. Medical need is the only reason for persistent absence.</p>

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: £ 22,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching &</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	<p>3,4,5,6</p>

Learning Leads.		
Provide instructional coaching for all teachers, delivered by experienced	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	3,4,5,6
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	2,3,4,5,6

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

Budgeted cost: £ 34,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3,4,5,6
LSA to support in EYFS to run NELI	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit4	3,4
School-led interventions. A significant proportion of the pupils who receive interventions will be disadvantaged.	Interventions targeting a specific need or knowledge gap can be effective in supporting low attaining pupils or those who are falling behind. Small group tuition EEF	2,3,4,5,6
Additional Phonics sessions for pupils who require further support.	Targeted phonics interventions have been shown to be more effective when delivered regular sessions over a period of upto 12 weeks. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	3,4,6

Improving the quality of social and emotional learning, with the support of ELSA where required.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1735561465	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
<i>All Pupil Premium pupils have access to Coram Scarf to support their Personal, Social and Emotional Education</i>	We have identified a need to use an extensive scheme to support our PSHE lessons and RSE offer.	2
<i>All pupil Premium pupils received school milk</i>	We have identified a need to set a small amount of funding aside to support children's nutrition and good health	2,3
Pupil Premium pupils are supported	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	2,3

with cost of school trips.	life (e.g., improved academic performance, attitudes, behavior and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
Pupil Premium pupils are supported with the cost of swimming.	Physical activity has important benefits in terms of health, wellbeing and physical development.	2,3
Pupils are supported with a contribution towards uniform	Pupils are supported with a one off contribution for uniform on request.	2
Development of a range of before and after school clubs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	2

Total budgeted cost: £ 60,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance data			
Attendance			
	School %	National Average	
Whole School	94.0%	94.3%	
Pupil Premium Pupils	93%	94.3% (all pupils)	
Whole school Persistent absence	9.4%	20.7%	
Pupil Premium Pupils Persistent absence	22.2%	37.9 % (2022-23 figures)	

	Schools EXS	School EXS (PP)	National EXS
GLD	82.8%	71.4%	68.1%

Pupil Premium children were given additional interventions in Phonics, writing and number on a daily basis by an experienced Senior Teaching Assistant. Resources include NCTEM, NELI and Sounds Writing interventions.

KS1 Outcomes

	School EXP	School EXP (PP)	National EXP
Year One Phonics check	79%	62.5	80%

In year 1 pupils were provided with small group and 1 to 1 work with a teacher or experienced LSA focused on overcoming gaps in the learning of Phonics.

KS2 Outcomes

Year 4 Multiplication check

National Average 2024	School PP Average	School Average 2024	National Full Marks 2024	School PP Full Marks 2024	School Full Marks 2024
20.6	17.86	20.6	34%	14.3%	34%

Pupils received in class teaching, small group intervention and one to one support where required using both teacher led plans and the support of technology such as Timetables Rockstars.

End of KS2 Outcomes.

	School EXS	School EXP (PP)	National EXS
Combined	61.3%	16.7%	61%
Reading	83.9%	40%	74%
Writing	61.3	33.3%	72%
Maths	71%	33.3%	73%

Pupils were provided with small group tutoring by a qualified Teachers and HLTA. Resources used for this included a combination of Shine intervention resources and previous SATs paper questions.

Children have been supported in school by an ELSA trained LSA where required, Some pupils have also been supported in emotional school based avoidance, this has been delivered by a trained member of staff.

Help was given with the cost of having milk at school. Financial support for extracurricular activities, including those offered by school or providers outside of school. This has included, for example, Multi sports club, swimming lessons and music lessons. This support enables children to participate in clubs/activities for curriculum enrichment. Children participated in inclusion events and were offered the chance to represent the school as Junior Leadership representative, Christian Ethos Team representative or Playleaders.

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
Speech and Language	NELI
Mastering Number	NCETM
Shine	Shine Hodder Education
TT Rockstars	Maths Circle
Numberbots	White Rose
Sounds write Intervention	Sounds Write
Accelerated Reader	Renaissance
Language Angels	Language Angels
SCARF PSHE curriculum	Coram Scarf
Charanga music programme	Charanga