

# Pupil premium strategy statement – Barlestone C of E Primary

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	204
Proportion (%) of pupil premium eligible pupils	43 (21%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Murray
Pupil premium lead	Claire Murray
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4060
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£29.726

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective is for all pupils to achieve their full potential and for there to be equity for all pupils. We aim for Pupil Premium pupils' attainment to be in line with non-Pupil premium pupils' attainment. The key principle behind this strategy is that teachers receive quality CPD to enhance the quality of teaching and develop teachers' subject knowledge. This will be achieved by centralising teacher CPD, ensuring instructional coaching supports teachers to develop further, developing curriculum resources to support all pupils and additional tutoring where required.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality. This reduces the time these pupils are accessing learning and can contribute to lower attainment and progress.
2	Evidence based CPD. Historic lack of opportunity for current high-quality support within teaching and learning.
3	Phonics skills. This continues to require support as pupils enter Key stage 2 which then contributes to barriers in reading.
4	Vocabulary skills. Lack of skills in this area is a barrier to becoming more fluent in reading and comprehension.
5	Social and emotional health. Pupils who are struggling to understand and recognise their emotions and/or struggling socially will be unable to fully access learning. Lack of enrichment activities.
6	Fluency In timetables. Without clear understanding in this area pupils struggle to answer maths questions and problems methodically and accurately.

## 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.
Raise attendance and punctuality to ensure that pupils are able to access the whole offer of teaching and learning.	Attendance for disadvantaged pupils is in line with attendance for all pupils.
Improved enrichment opportunities for pupils eligible for PP across the school	Disadvantaged pupils to be encouraged to access enrichment activities.
Improved emotional support for pupils eligible for PP across the school	Trained ELSA to provide timetabled sessions to support pupils.

## 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: £ [15,074.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the	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.  <a href="#">EEF Effective Professional Development Guidance Report</a>	2

<p>EEF guidance by Trust Teaching &amp; Learning Leads.</p>	<p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<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><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work – EEF</a></p> <p><a href="#">What is Instructional Coaching – Ambition Institute</a></p>	<p>2</p>
<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>
<p>Development of high quality curriculum resources that are</p>	<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>2</p>

ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a>	
To identify a pupil premium champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a>	2
Direct instruction training	Direct instruction training to provide staff with the tools to support pupils with vocabulary and literacy skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,4
Phonics training	Sounds Write training for new members of staff to support their teaching of phonics. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3

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

Budgeted cost: £ 21091

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support	2

	through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	
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	2
Purchase of TTRS to support high quality interventions for pupils.	Using High quality resources to support pupils in school and at home will support pupils in closing gaps in their learning and build confidence and strategies that support new learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	6

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

Budgeted cost: £4575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning</a>	5
<i>Cool Milk</i>		5
<i>Attendance Officer</i>	Attendance is key to pupils attainment and progress,	1
<i>uniform</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform</a>	1,5
<i>visits</i>	There is extensive evidence associating childhood social and emotional skills with	5

	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
<i>Afterschool clubs</i>		5

**Total budgeted cost: £ 4070**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Attendance data</b>			
<b>Attendance</b>			
	School %	National Average	
Whole School	93.7%	93.8%	
Pupil Premium Pupils	93%	91.3%	
Whole school Persistent absence	12.7%	17.2%	
Pupil Premium Pupils Persistent absence	23%	37.9%	

  

	Schools EXS	School EXS (PP)	National EXS
GLD	76%	100%	68%

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	90%	100%	79%

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

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	School EXS	School EXP (PP)	National EXS
Reading	71%	50%	68%
Writing	79%	50%	60%
Maths	89%	67%	70%

In year 2 pupils were provided with additional small group work focusing on gaps in knowledge using Shine intervention resources for reading, writing and maths.

### **KS2 Outcomes**

	School EXS	School EXP (PP)	National EXS
Combined	79%	83.3%	59%
Reading	92%	83.3%	73%
Writing	79%	83.3%	71%
Maths	83%	83.3%	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.

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.*

<b>Programme</b>	<b>Provider</b>
Speech and Language	NELI
Mastering Number	NCETM
Shine	Shine Hodder Education
TT Rockstars	Maths Circle
Numberbots	White Rose
Sounds write Intervention	Sounds Write
Instructional Coaching	Instructional Coaching Walkthrus

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*