

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Barrs Court Primary
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	10.7% (30)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	September 2019
Date on which it will be reviewed	September 2022
Statement authorised by	Daniel Webster
Pupil premium lead	Kerrie Duce Jones
Governor / Trustee lead	Tracy Hart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,355
Recovery premium funding allocation this academic year	£9,300 (July 2021)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,655

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young careers. This statement is also designed to support their needs, regardless of if they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will benefit our non-disadvantaged pupils at the same time. It is the intention that non-disadvantaged pupils attainment will be sustained and improved alongside the progress for our disadvantaged pupils.

Our strategy is also integral for wider school plans for education recovery through targeted support with the National Tutoring Programme for pupils whose education has been worst affected by school closures and Covid19.

Our response will be responsive in common challenges and individual needs and will be rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We will:

- Disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point the need is identified
- Take a whole school approach where all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Oral language gaps and vocabulary gaps amongst many of our disadvantaged pupils that are evident from Reception to KS2
2	Well-being - Social and emotional issues due to a lack of enrichment opportunities due to school closures – led to knowledge gaps
3	Reading attainment for disadvantaged pupils
4	Maths attainment for disadvantaged pupils
5	Attendance data – absenteeism is negatively impacting disadvantaged pupils' progress

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. Evident when triangulated with engagement in lessons, book looks and ongoing formative assessment.
To achieve and sustain improved well-being for all pupils in school, particularly disadvantaged pupils.	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2022-23 show more than 50% of disadvantaged pupils met the expected standard 2019 – 14%

Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show more than 50% of disadvantaged pupils met the expected standard 2019 – 14%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2022/23 demonstrated by: Percentage of all pupils persistently absent is below 5% Parents understand the importance of school attendance Parents engage with attendance team.

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: £ 21680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of DfE validated systematic synthetic phonics programme to secure stronger early reading teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	3
<i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i>	Strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
<i>Enhancement of our maths teaching and curriculum planning in line with the mastery approach.</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	4

<p><i>Funding subject leader release time to embed key elements of guidance and access Boolean Maths Hub CPD</i></p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p><i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind or whose education has been most impacted by the pandemic.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £ 7675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the quality of social and emotional learning and wellbeing.</i>	Developing mindfulness strategies to improve mental health and wellbeing in school Katherine Weare Mindfulness Evidence Review (mindfulnessinschools.org)	2
Embedding principles of good practice	DfE's Improving School Attendance advice.	5
<i>Contingency fund for acute issues</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to quickly respond to needs that have not yet been identified	All

Total budgeted cost: £ 43,655

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded

improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Baseline assessments were analysed to identify areas of focus for Pupil Premium provision for children. Provision maps were put in place to measure the intent, implementation and impact of provision (see provision maps for full evidence). Term 6 Pupil Premium internal data shows:

EYFS (3 children) – All 3 children working below ARE in Writing; however, two out of three are working at ARE for maths and one out of three at ARE for reading.

KS1 (7 children) – Strongest area for progress and attainment is Reading. 5/7 PP children in KS1 have made expected progress in Reading. 4/7 in Maths and Writing. 3/7 children have attendance below 96%.

LKS2 (14 children) – 8/14 children have made expected progress in Maths and Writing. 7/14 in Reading. 8/14 children have attendance below 96%.

UKS2 (11 children) – 5/11 children made expected progress in Maths. 4/11 in Reading and 1/11 in Writing. Interventions are in place for the children not working at ARE or making enough progress. 7/11 children have attendance below 96%.

Attendance

19 PP are below the national expectation of 96% and we are working with our EWO, where necessary.

16 PP have attendance at 96% or greater and 5 PP have 100% attendance.

Interventions

A variety of interventions were successfully put in place across key stages alongside quality first teaching. CPD e.g. colourful semantics, power of 2, Nessy, was put in place to ensure teachers and teaching assistants could implement the interventions and measure impact accurately. Precision teaching was included in daily routines for pupil premium children to help to close the attainment gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Times Tables Rockstars
Reading and spelling intervention	Nessy