



Pupil premium strategy statement 2020 - 2023

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	287
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)	2020-2023
Date this statement was published	September 2020
Date on which it will be reviewed	September 2023
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	Assessment, observation, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial and full school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupil generally have greater difficulties with phonics than their peers. This negatively impacts their development of reading.
4	Internal assessment indicates that, on average, lower attainment and slower progress rates are made by disadvantaged pupils, in all core subjects.
5	ur attendance data over the last 4 years indicated that persistent absence among disadvantaged pupils has been between 1-6% higher than for non-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	Success criteria
Improved oral language skills of vocabulary among disadvantaged pupils.	Assessment and observation indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment amongst disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of well-being from 2023-24 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in the number of disadvantaged pupils demonstrating greater independent learning skills as part of the Enquiry Curriculum
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021-23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils will increase to 97% • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% higher than their peers.