



Pupil premium strategy statement

2023 -2026

Barrs Court Primary School

School overview

Detail	Data
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	33
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 -2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Daniel Webster
Pupil premium lead	Kerrie Duce-Jones
Governor / Trustee lead	Tracey Hart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £44,655
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>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0

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>	£44,655
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Part A: Pupil premium strategy plan

Statement of intent

At Barrs Court Primary School, our vision is of a dynamic, engaged, and thriving school that inspires every child's curiosity, pride, and success. Children become lifelong learners in a safe and inclusive learning environment that nurtures individuality and enhances potential.

Challenges

Challenge number	Detail of challenge
1	Closing Gaps in Learning - working below age related expectations, progress slow Assessment information 2022-23 for Pupil Premium Children
2	Poor spoken English and low confidence.
3	Attendance - high level of broken weeks, persistent absentees (below 90% attendance) Pupil Premium – 94.1%

Intended outcomes

Intended outcome	Success criteria
Teachers understand and utilise data effectively to address gaps in pupils' attainment in reading, writing, and math, thereby reducing the attainment gap	<ul style="list-style-type: none"> Progress across all year groups is accelerated in reading, writing and maths to overcome the negative impact of Covid-19 Percentage of pupils on track in all reading, writing and maths increases from end of previous year Percentage of children achieving expected standard in reading, writing and maths is in line or above national
Disadvantages pupils spoken English is the equal to that of other pupils	<ul style="list-style-type: none"> Disadvantaged pupils participate in classroom discussions, presentations, and activities with the same frequency and quality as their peers. Disadvantaged pupils are fully integrated into social groups and school activities, indicating that language is not a barrier to their participation.
The attendance of vulnerable pupils improves year on year	<ul style="list-style-type: none"> The gap between the attendance of vulnerable pupils and non-vulnerable pupils closes year on year so that attendance of vulnerable pupils meets or is near national. Pupils with historically high absenteeism rates are successfully supported into regular attendance patterns.

	<ul style="list-style-type: none"> The school identifies at-risk pupils early and intervenes effectively, resulting in improved attendance among this group.
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhance the teaching of reading with an emphasis on the teaching of phonics across school	<p>EEF – tiered approach, teaching is the top priority. “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>EEF High quality provision with well-qualified and well trained staff is essential</p> <p>Voice 21 oracy project</p> <p>Herts for learning – Fluency project</p> <p>Little Wandle</p>	1 3
<p>Speech and Language</p> <ul style="list-style-type: none"> Speech and language (External) Speech and language TA support 	<p>EEF - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support. EEF (Improving literacy in EYFS) – prioritise the development of communication and language</p> <p>EEF (Improving literacy in EYFS) – prioritise the development of communication and language</p>	1 2 3
<p>CPD for teachers</p> <ul style="list-style-type: none"> Use of guided groups <ul style="list-style-type: none"> Writing Use of additional adults in the classroom 	EEF – as the size of a class or teaching group gets smaller it is suggested that the range of approaches employed and the amount of attention a pupil receives... will increase pupil outcomes	1 2 3
To continue to develop the school’s robust offer to children and families and support in the removal of barriers in order for children to reach their full potential	<p>Family Support Worker to carry out additional work with identified families and develop school EHAP process.</p> <p>FSW to develop links to other schools.</p>	2 3
To enhance the extra-curricular offer to all pupils and to fund this offer to increase the number of disadvantaged children taking the offer up	<p>EEF toolkit – enrichment activities are shown to have +2 to +4 months impact</p> <p>EEF (Improving literacy in EYFS) – prioritise the development of communication and language</p>	1 3

Behaviour work and interventions - ELSA - BOXING		1 2 3
Attendance lead and attendance officer based in the office team	DfE report linking attendance and attainment 2016 EEF Parental engagement +3 months impact.	1 2 3
Further enhance the teaching of writing	EEF High quality provision with well-qualified and well trained staff is essential EEF – tiered approach, teaching is the top priority. “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF – tiered approach, teaching is the top priority. “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	1 3