

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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
Barrowby C of E Primary School	
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	9.21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (2021-2024)
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L Batey
Pupil premium lead	T Ward
Governor / Trustee lead	Mr Banos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,070.58
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	£61,635.58

Part A: Pupil premium strategy plan

Statement of intent

At Barrowby Church of England Primary School we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as Pupil Premium. Pupil Premium is additional funding, from the government, provided to schools for supporting more pupils from low income families to ensure they benefit from the same opportunities as all other children. There are three categories that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

We allocate Pupil Premium spending through a tiered approach to balance provision in three main ways: improving teaching, targeted academic support and wider strategies which relate to the most significant non-academic barriers to success in school through:

- Quality Teaching for All
- Targeted Support
- Other Approaches

These approaches enable our school to demonstrate how we are using the Pupil, Service and Looked After Children Premium to:

- Ensure no child is disadvantaged through circumstances or starting points;
- Raise individual academic performance-attainment;
- Support social and communication development; and
- Support social and emotional development of pupils and families;

Principles that underpin provision and our approach to supporting Pupil Premium children:

- To ensure that teaching and learning opportunities meet the needs of all of the pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision may include:

- Quality first teaching- thus improving opportunities for effective teaching and learning and accelerating progress
- Providing small group work with an experienced teacher /TA focused on overcoming gaps in learning
- 1-1 support, where appropriate
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Pastoral support
- Practical support to overcome barriers to accessing the school life to the full e.g. school uniform support, emergency support
- Access to well researched and quality assured intervention packages and educational resources e.g. Catch Up Literacy/Numeracy

The overarching aim of our Pupil Premium work and support will be aimed at accelerating progress and supporting children to achieve at least age-related expectations and beyond. Pupil Premium resources may also be used to target and support children on FSM to achieve mastery and greater depth within their age-related expectation.

Provision will not be aimed at providing support for those children identified as having additional needs. SEN designated funding should be used for this purpose. However, we do realise that some children eligible for Pupil Premium funding may also have special educational needs.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils' attitudes to learning can limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging.
2	Some disadvantaged pupils do not read at home or receive parental support with homework and through support we would like improve attainment in reading for these pupils.
3	Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning.
4	Some disadvantaged pupils achieve lower outcomes in relation to their peers and national expectations.
5	Some pupils are unable to fully access the curriculum and wider school life and therefore do not have the opportunity to maximise their learning opportunities.

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
Pupil Premium children to make progress in line with their peers and achieve their end of year expectations,	<ul style="list-style-type: none"> • Support pupils to narrow the gap between themselves and their peers in aspects of reading, phonics, grammar & punctuation, writing and maths. • Children 'keep up', 'catch up' or 'fill in' any gaps in their knowledge and understanding of the curriculum. • Improved attainment across the school for all groups including PP. • Consistent attainment from year group to year group • Progress and attainment to be monitored and measured through Pupil Progress meeting, attainment and end of year outcomes.

<p>Children will respect one another, the school and adults in line with the school's values (respect, creativity and independence) and Christian ethos.</p>	<ul style="list-style-type: none"> • Clear expectations of behaviours from all staffing groups as well as opportunities given for pupil voice to be heard. • Ensure all pupils have access to an exciting and broad and balanced curriculum.
<p>Children make improved and suitable social choices, have a positive mindset and wellbeing to approach learning successfully</p>	<ul style="list-style-type: none"> • Provide further opportunities for pupils to work collaboratively in order to further develop social skills of teams work, communication and cooperation as well as resilience. • Provide leadership opportunities as appropriate. • Provide pastoral support as required. • Provide pastoral support through Pastoral Support and 1:1 time with DK for counselling. • Continue to provide additional Midday Dinner Supervisors to provide targeted play for individuals/groups. • To purchase a range of identified resources (as they are identified) to be used to support pupils academically, socially and/or emotionally.

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: £22,325.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide professional development, training and support for early career teachers.	Data analysis of outcomes for pupils and year groups. ECT second year Performance management outcomes/ targets SDP 'The EEF Guide to the Pupil Premium', 'good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils'.	4
TA support time provided in lessons across the whole school, to facilitate the teacher to successfully support the needs of all children across the whole curriculum.	All children, including PP, will have access to quality first teaching and additional support and feedback at the point of learning (active feedback).	1,2,4,5
Purchase resources to support teaching and learning of PP children	Access to suitable resources to meet individual needs	1

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

Budgeted cost: £17,385.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted interventions to raise attainment for PP children.	Effectiveness of interventions to narrow the gap	1,2,4,5
Provide targeted play support to help children integrate socially with their peers and to make the most of playtimes to further support their mental well being	This initiative has been up and running in school for a number of years (10+) and has proved to be highly effective in engaging children to engage in positive behaviours and relationships.	3

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

Budgeted cost: £21,924.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support work and or counselling with our Mental Well Being First Aider to help children overcome social and emotional barriers to learning that might be impacting their engagement, enjoyment and attainment at school	5 ways to well being	3
Subsidise and pay for FSM/ milk for PP children	Equality of access for all	2, 3
Subsidise visits/experiences/ music lessons	No child should be disadvantaged from access a full and rich school curriculum	2, 3

	to underpin their learning and further life experiences.	
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Total budgeted cost: £ 61,635.58

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 2023 to 2024 academic year.

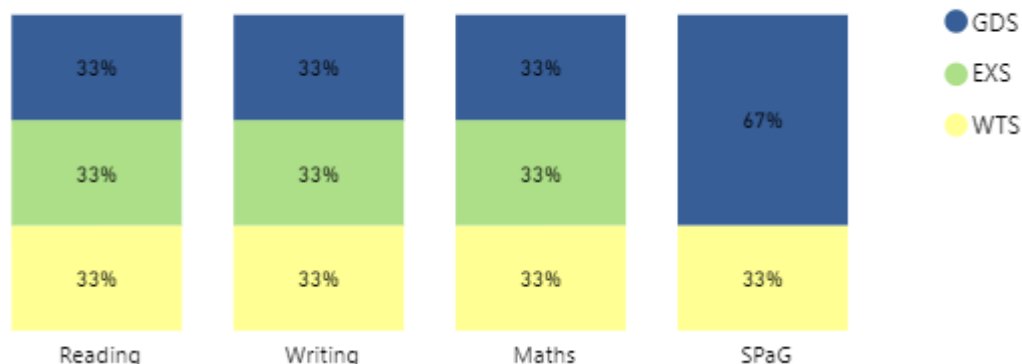
At the time of review there were 41 disadvantaged pupils including those eligible for free school meals, Looked After Children and Service Children. 9 disadvantaged pupils also had a special educational need and/or disability.

For reference:

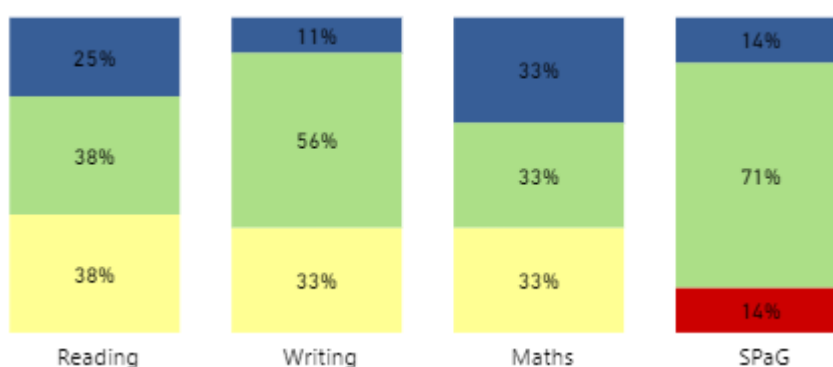
Year Group	Disadvantaged Pupils
R	7
1	5
2	6
3	8
4	3
5	6
6	6

Intended outcome	Outcome
Pupil Premium children to make progress in line with their peers and achieve their end of year expectations,	<u>Whole School</u> Standards achieved in Reading, Writing, Maths and SPaG this year across the school this year for PP and FSM children have been high. The percentage of GDS has also increased:

Depth of Learning by Subject



Standards achieved for Service Children have also improved and shown progress on Spring Term data:



End of Key Stage 2

Standards achieved at the end of Key Stage 2 were high and were above national average in all areas.

84% of disadvantaged pupils were working at EXS+ by the end of Year 6 in Reading, Writing and Maths combined. (5/6 children) This shows progress on their previous year attainment where 50% of PP children achieved the EXS+ in Reading, Writing and Maths combined.

Multiplication Tables Checker Year 4

The school received its best set of MTC results this year with 77% children achieving a score of 20/25+. 38% achieved a score of 25/25. 66% of PP children achieved a score of 20+ and out of these, 33% scored 25/25.

EYFS

100% (4/4) PP children did not achieve a good level of development (GLD) at the end of reception. This will be monitored, and support put in place to support these children to make progress in line with their end of year expectations in Key Stage One.

<p>Children will respect one another, the school and adults in line with the school's values (respect, creativity and independence) and Christian ethos.</p>	<p>This has been another successful year for behaviour and attitudes at Barrowby CE Primary School. Our targeted play initiative has been successful in supporting disadvantaged pupils to engage in a positive way with their peers and encourage work on our core values.</p> <p>All staff have received Behaviour Management training to review and revisit strategies to support children. Furthermore training on Neurodiverse behaviours was also delivered which supported all staffing groups with the knowledge of various needs and how to support children.</p> <p>The school has received the RE Gold Quality Mark this academic year, as well as the Platinum Sports Games Mark where our children participated to demonstrate their contribution to school life.</p> <p>As well as this, subject leaders have been provided with 'Subject Development Time' to refine the curriculum offering and ensure the school's curriculum is broad, balanced and progressive. This has successful being done and across each year group, all children have access to an engaging and exciting curriculum to enhance their knowledge and allow them to retain the information they learn.</p>
<p>Children make improved and suitable social choices, have a positive mindset and wellbeing to approach learning successfully</p>	<p>Pastoral Support work was provided to support multiple children during this academic year and has had a positive effect on their wellbeing. This support was used by 7 disadvantaged children.</p> <p>Throughout the year, a vast variety of extra-curricular clubs were provided for our children, both at lunch time and after school. 100% of PP, FSM and Service children took part in at least 1 extracurricular club opportunity this year. Furthermore 100% of our disadvantaged children in Year 6 also took part in a leadership opportunity such as organising events as part of a committee or running a lunchtime club.</p> <p>In various areas around the school, we have purchased resources to create 'soft spaces' for children. These include The Snug, The Den, The Pastoral Room, Old School Room. These soft spaces have been created to provide a quiet, unstimulating environment to support children with their wellbeing. They have proved incredibly successful in supporting children with their positive mindset and wellbeing.</p>

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 Table Rock Stars	Maths Circle
Key Stage Historical Association	Key Stage History Online Ltd
SNAP Maths	Hodder Education
Nessy Reading and Spelling	Nessy Learning

Further information

Further Activity

Our pupil premium strategy will be supplemented by additional activity to support disadvantaged children. That will include:

- Whole School embedding of the 5 ways to wellbeing and spirituality to support the emotional development of all children.
- Strong School Vision supporting all to feel happy, valued and loved.
- Embedding the feedback policy to ensure all children receive feedback on their work at the point of learning to ensure misconceptions have been addressed.
- Continued development of our Pastoral Support Systems in school to support children and their families.
- Refined pupil tracking systems to support families to track and monitor pupil behaviour at home, evaluated through TAC meetings.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Providing enrichment experiences for children such as visiting theatre companies and guest speaker assemblies.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we will evaluate outcomes achieved over the previous three-year plan and use this to establish the strategic direction moving forward. We will align intentions with our school SEF and ensure funding is spent to support disadvantaged pupils to make progress academically, socially and emotionally.

We will continue to evaluate progress regularly for the duration of our three-year approach and will make adjustments as necessary to secure better outcomes for pupils. We will continue to gather a wide evidence from a variety of sources such as performance data, pupil interviews, parental surveys, work scrutiny, attendance figures and pupil participation to best analyse the challenges faced by disadvantaged pupils.