

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
Barrowby C of E Primary School	
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022
Statement authorised by	L Batey
Pupil premium lead	L Sugden
Governor / Trustee lead	B Ladva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,620.00
Recovery premium funding allocation this academic year	£6,525.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,314.00
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	£51,459.00

Part A: Pupil premium strategy plan

Statement of intent

At Barrowby Church of England Primary School we believe that:

As a Church school family, 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

The three sections below:

- Quality Teaching for All
- Targeted Support
- Other 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 delegated 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 narrow the gap between themselves and their peers in aspects of reading, phonics, grammar & punctuation, writing and maths. • Children 'catch up' or 'fill in' any gaps in their knowledge and understanding of the curriculum that have arisen due to lockdown. • 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 continued or accelerated progress in the decoding, and comprehension skills whilst also improving stamina and fluency.</p>	<ul style="list-style-type: none"> • Frequent reading opportunities (1:1) • Phonic Support in lessons and parental information given to help children succeed in the Phonics Screening Test. • Ensure that families have access to the online learning resources. Support families where necessary to access online/ home learning by substituting and/or providing necessary resources
<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 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: £ 21,356.00

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. RQT 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
Significant TA support time provided in all 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.	1,2,4,5
Purchase resources to support teaching and learning of PP children	Access to suitable resources to meet individual needs	

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

Budgeted cost: £ 17,768.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted interventions to raise attainment for PP children. These included recently purchased 'Catch Up Literacy' and 'Catch Up Numeracy'.	Effectiveness of interventions to narrow the gap	1,2,4,5
Provide targeted play support at lunchtime 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: £ 12,194.00

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 to underpin their learning and further life experiences.	2, 3

Total budgeted cost: £ 51,318.00

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.

The support and provision in place in the academic year 2020-2021, supported positive outcomes for pupils despite the school closures. In the key areas focused on the results were:

Summer 2021 assessment results (summative)

Reading:

Below 3% (1)

WTS 29%

EXS 48%

GDS 20%

EXS+ 68%

Writing:

Below 3%

WTS 39%

EXS 48%

GDS 10%

EXS+ 58%

Maths:

Below 3%

WTS 35%

EXS 35%

GDS 27%

EXS+ 62%

Good reading engagement during lockdown

Spr 2021 assessments for PP children:

Spring 2021 assessment results (conducted 2 weeks after school reopened from the lockdown)

Reading:

Below 55% (17)

EXS+ 45% (14)

Summer 2021.

Reading:

Below 3% (1)
WTS 29%
EXS 48%
GDS 20%
EXS+ 68%

Continue with this approach in line with SDP priorities.

Make changes to phonics implementation in Rec/Y1 inline with new Government guidance.

Implement recommendations from DfE:
The reading framework (supporting reading at home section)

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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