



Barley Fields Primary School

Pupil Premium Strategy Statement

Date Issued/Amended:	December 2021
Prepared by:	Head Teacher/Assistant Head Teacher
Review date:	September 2022
Date Adopted by Governing Body:	

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	Barley Fields Primary
Number of pupils in school	716
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Taylor Headteacher
Pupil premium lead	Clare Shildrick Assistant Head
Governor / Trustee lead	Glynis Pattison Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,800
Recovery premium funding allocation this academic year	£6380
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	£107,698

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the 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 carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether 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 at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Pupil progress meetings are an integral part of the school's quality assurance plan and forms the basis of intervention strategies and academic support for individuals and groups. Our Pupil Premium Strategy plan incorporates wider school plans for education recovery targeted through school-led tutoring support.

Our approach will be responsive to common challenges and individual needs and will be rooted in robust assessment – formative and summative. We also recognised that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Key Principles:

- A focus on quality first teaching - ensuring all teaching is good or better therefore ensuring that the quality of teaching experienced by all children is improved.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Gaps are identified and addressed through daily teaching practices and progress in monitored through pupil progress meetings.

Challenges

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

Challenge number	Detail of challenge
1	<p>To promote the regular attendance of pupils in the disadvantaged groups. Our attendance data over the last 3 years indicates that the average 3 year attendance among disadvantaged pupils has been at 95.6% compared with an average of 97% for non-disadvantaged pupils. Of the pupil premium group the FSM attendance data over a 3 year period stands at an average of 93.7% which below the school average attendance and also below government expectation of 95%.</p>
2	<p>Internal tracking data shows that whilst attainment across school remains high and exceeds local and national data (Target Tracker 6000 schools) children assessed at exp or exp+ is lower than in previous years. Attainment for disadvantaged pupils is as follows:</p> <ul style="list-style-type: none"> • Y1 57% are at risk of not achieving age expected in reading and maths with 42% at risk in writing. • Y2 86% at risk of not achieving age expected in reading, writing and maths. • Y3 60% at risk of not achieving age expected in reading and 70% at risk of not achieving in writing and maths. • Y4 9% at risk of not achieving age expected in reading, 54% in writing and 36% in maths. • Y5 38% at risk of not achieving age expected in reading, 50% in writing and 25% in maths. • Y6 44% at risk of not achieving age expected in reading and writing and 33% in maths.
3	<p>Assessment, observations and discussions with staff suggest that pupils including those from disadvantaged backgrounds demonstrate difficulties with phonics and early language development. This has been accentuated by partial school closures.</p>
4	<p>The delay of accurate identification of learning needs through cognitive assessment because of COVID restrictions and school closure.</p>
5	<p>Social, emotional and wellbeing concerns for disadvantaged pupils</p> <ul style="list-style-type: none"> • Anxiety, lack of resilience, ability to manage emotions • Adjusting to a return to school after long periods of remote learning • Behaviour issues and emotional outbursts
6	<p>Equality of opportunity for pupil premium children. Lack of educational visits and residential over the past 2 years means that there has been an increased deficit in cultural experiences between disadvantaged and non-disadvantaged pupils.</p>
7	<p>Inequality of access to learning at home due to economic factors or sharing devices with siblings and parents. Some families have relied on school to ensure that children have access to devices and to the internet. Although our home learning offer was very successful, our disadvantaged families were those who were most likely to not engage as well as those children from non-disadvantaged homes.</p>

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 attendance of all pupils across school including in the disadvantaged groups with particular emphasis on children on FSM.	Attendance remains above national average for all children and including children in the FSM category.
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and those who 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure children who have fallen behind receive targeted high-quality intervention monitored by Assistant Headteacher.	End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. Children's books will also demonstrate an improvement in learning and should showcase work being at the expected levels and above.
Improved oral and language skills and vocabulary among disadvantaged pupils with particular emphasis on children in EY.	That disadvantaged children reach ELG for communication and language. As communication and language underpin the EY curriculum there is an expectation that all disadvantaged children achieve GLD.
Increased well-being and emotional support for all pupils, including those eligible for PP.	Support groups continued for PP children with trained TAs when required. Focus on mindfulness across school and raised awareness of everyone's mental health. Additional and fast track access to one to one counselling service offered to PP children as required. Group session to support Y6 PP children with anxiety linked to SATs assessments. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
The needs of disadvantaged children learning from home are met.	Financial support for residential trips and enrichment activities are offered to ensure that financial circumstances are not adversely affecting PP children accessing the wider curriculum. All children to access online home learning and barriers to this are addressed – loan of devices and internet access and to provide any other equipment that may be needed.

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: £ 23,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued access to high-quality, recommended training packages including: I see maths 'Gareth Metcalfe; White Rose Maths Training; Vocabulary ninja as well as continued comprehensive in-school CPD.</p>	<p>EEF research guidance report ' Effective Professional Development' states that <i>'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2 3</p>
<p>All teaching staff to identify and effectively track the progress and attainment of PP children using new Target Tracker programme. Those children who have fallen behind to be targeted for small group / 1:1 intervention and support.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback EEF rates feedback</p>	<p>2</p>
<p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention and Talk Boost.</p>	<p>EEF Early Language Development - the number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts.</p>	<p>3</p>

	<p>Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise. Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve outcomes for all including disadvantaged pupils and narrow the performance gap through:</p> <ul style="list-style-type: none"> • Booster groups for Y6 children • 1:1 tuition for children in PP groups 	<p>EEF - small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF – on average, one to one tuition is very effective at improving pupil outcomes.</p>	2

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

Budgeted cost: £ 21,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy head Teacher to work with parents and carers of disadvantaged children, with particular emphasis on FSM children, to raise pupil attendance so that it is at least in line with national expectation of 95%</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Financial support for residential trips and enrichment activities</p>	<p>EEF Higher Achievement Research Transforming Tees Effective Practice Case Study :Local Stockton School</p>	6, 7

Support with school uniform for vulnerable families.	EEF Higher Achievement Research Transforming Tees Effective Practice Case Study :Local Stockton School	6, 7
To ensure that Pupil Premium children have access to necessary home learning materials. Subscription to: <ul style="list-style-type: none"> • SeeSaw, • other online learning programmes for use at home as a resource for home learning Purchase of additional iPads and availability for loan for pupil premium groups or home learning.	School knowledge of home learning needs identified through spring term lockdown 2021. EEF recommendation 'Using Digital Technology to Improve Learning'.	6, 7
Additionally, brokered Educational Psychology Assessments to support pupil premium with learning needs and cognitive assessment. Additional and fast track access to Educational Psychology Assessment offered to pupil premium children as required.	EEF Special Educational Needs In mainstream schools.	4
Provision of play therapy and private counselling service through ABC.	National priority around supporting pupil wellbeing based on school need and number of children continuing to demonstrate social and emotional problems as a result of lockdowns. EEF 'Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes.	3 , 4

Total budgeted cost: £ 107,698

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.

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.

At the beginning of September 2020, it became apparent that, despite careful monitoring and tailored support and in line with the national picture, prolonged school closure had negatively impacted our disadvantaged pupils.

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (52 pupils)

52 pupils	Missing Assessment	Below	On Track or higher	Higher
Reading	7 (13.5%)	14 (31.1%)	31 (68.9%)	5 (11.1%)
Writing	7 (13.5%)	15 (33.3%)	30 (66.7%)	2 (4.4%)
Mathematics	7 (13.5%)	12 (26.7%)	33 (73.3%)	3 (6.7%)
Combined	Missing Assessment in one or more 7 (13.5%)	Below in one or more 21 (46.7%)	On Track or higher in all 24 (53.3%)	Higher in all 2 (4.4%)

Key: Number of Pupils (Percentage)
On Track - All pupils at ARE, including those at risk of working below
Higher - Pupils working above, or significantly above, ARE

31 % of PPG pupils were below the expected standard in reading.

33 % of PPG pupils were below the expected standard in writing.

27 % of PPG pupils were below the expected standard in mathematics.

47% were below in one or more core areas.

58% were on track or higher.

In addition, observations showed that many younger disadvantaged pupils required lots of pastoral support and teaching and learning centred around learning behaviour and social interaction. In KS2, the impact of school closure and COVID19 had affected the emotional well-being of many disadvantaged pupils. These findings formed the basis of our Pupil Premium priorities for 2020/21.

In Autumn Term 2020, we focused on extending training in teaching of phonics to Teaching Assistants in KS1 and lower KS2, and to Year 3 teachers. This accorded with our strategy to prioritise quality first teaching, which was vital due to the constraints put on interventions caused by the bubble system under which we were operating. PPG pupils were prioritised for reading and writing interventions provided by their class Teaching Assistants: we repurchased the Lexia reading intervention, for which PPG pupils in Years 2 – 6 were given priority, and invested in the Spelling

Shed and Maths Shed interventions. Reading plus was also purchased to prioritise reading from Y4-Y6. Technological support was provided to PPG children who were required to self-isolate due to cases of COVID19 within their class bubble in the form of iPads.

In January 2021, following the announcement of a new national lockdown, there was a move to remote learning for most children. Full days of pre-recorded lessons were provided by teaching staff via SeeSaw as well as twice daily teaching sessions through zoom, enabling many aspects of our planned curriculum to continue. Many of our PPG pupils were classed as vulnerable and therefore were eligible to access face-to-face provision. Our policy was to provide face-to-face places for any PPG children who requested them. This ensured that we could continue with targeted interventions where required. For those PPG children who were learning remotely, dongles, iPads downloaded with learning apps were provided to families who were struggling to access our live lessons due to technological issues.

Additional support was provided in the form of welfare phone calls from teaching staff, DHT and Head Teacher lead to those families where children were failing to engage regularly with remote learning. Work packs were provided for PPG children who required a tailored curriculum, or where these were requested. Food vouchers and boxes of provisions were provided to families of disadvantaged pupils. Once school had fully opened, the progress and well-being of PPG children was carefully monitored. Targeted support was provided where required. End of Summer term data for PPG pupils was as follows:

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (52 pupils)

52 pupils	Below	On Track or higher	Higher
Reading	13 (25.0%)	39 (75.0%)	7 (13.5%)
Writing	11 (21.2%)	41 (78.8%)	2 (3.8%)
Mathematics	8 (15.4%)	44 (84.6%)	5 (9.6%)
Combined	Below in one or more 16 (30.8%)	On Track or higher in all 36 (69.2%)	Higher in all 1 (1.9%)

Key: Number of Pupils (Percentage)
On Track - All pupils at ARE, including those at risk of working below
Higher - Pupils working above, or significantly above, ARE

25 % of PPG pupils were below the expected standard in reading (increase of 6%) .

21 % of PPG pupils were below the expected standard in writing (increase of 12%).

15% of PPG were below the expected standard in mathematics (increase of 11%).

30% were below in one or more core areas (decrease of 16%).

69% were on track or higher (increase of 16%).

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
Spelling	Spelling Shed
Maths	Maths Shed
Reading	Reading plus

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?	

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.