

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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
School name	Barley Fields Primary
Number of pupils in school	683
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
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	£50,925
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,160

# 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 academic support strategies for individuals and groups.

Our approach will be responsive to common challenges and individual needs and will be rooted in robust assessment – formative and summative. We also recognise 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. This includes the new Ever 3 category identified through the vulnerable children's database (VCD).

### 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 2 years indicates that the average 2 year attendance among disadvantaged pupils has been at 94.22% compared with an average of 95.2% for non-disadvantaged pupils. Of the pupil premium group the FSM attendance data over a 2 year period stands at an average of 93.4% 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 (Sonar 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"> <li>• Y1 20% are at risk of not achieving age expected in reading and 40% in writing and none in maths. (5 pupil premium children)</li> <li>• Y2 50% in reading, writing and maths at risk at not achieving age related expectations. (2 pupil premium children)</li> <li>• Y3 22.2% at risk of not achieving age expected in reading and 44%% at risk of not achieving in writing and 22% at risk in maths. (9 children)</li> <li>• Y4 37%% at risk of not achieving age expected in reading, 50% in writing and 50% in maths. (8 children)</li> <li>• Y5 46.2% at risk of not achieving age expected in reading, 53.9% in writing and 46.2% in maths. (13)</li> <li>• Y6 9.1% at risk of not achieving age expected in reading and 18.2% writing and 9.1% in maths. (11 children)</li> </ul>
5	<p>Social, emotional and wellbeing concerns for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Anxiety, lack of resilience, ability to manage emotions</li> <li>• Behaviour issues and emotional outbursts</li> <li>• Children who have attendance issues / anxiety</li> <li>• Ever 3 children from VCD concerns about wellbeing.</li> </ul>
6	<p>Equality of opportunity for pupil premium children. Impact of the financial crisis on households 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. School can still offer loan of equipment where necessary.</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 dis-advantaged 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.	<p>End of summer 2024 and 2025 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.</p> <p>Children's books will also demonstrate an improvement in learning and should showcase work being at the expected levels and above.</p>
Increased well-being and emotional support for all pupils, including those eligible for PP.	<p>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.</p> <p>Group session to support Y6 PP children with anxiety linked to SATs assessments.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued access to high-quality, recommended training packages including: I see maths 'Gareth Metcalfe; White Rose Maths Training; as well as continued comprehensive in-school CPD.	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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2 3
All teaching staff to identify and effectively track the progress and attainment of PP children using Sonar programme. Those children who have fallen behind to be targeted for small group / 1:1 intervention and support.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>  EEF rates feedback	2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve outcomes for all including disadvantaged pupils and narrow the performance gap through:	EEF - small group tuition has an average impact of four months' additional progress over the course of a year. EEF – on average, one to one tuition is very effective at improving pupil outcomes.	2

<ul style="list-style-type: none"> <li>• Booster groups for Y6 children</li> <li>• 1:1 tuition for children in PP groups</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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
Financial support for residential trips and enrichment activities	<p>EEF</p> <p>Higher Achievement Research Transforming Tees</p> <p>Effective Practice Case Study :Local Stockton School</p>	6, 7
Support with school uniform for vulnerable families.	<p>EEF</p> <p>Higher Achievement Research Transforming Tees</p> <p>Effective Practice Case Study :Local Stockton School</p>	6, 7
<p>To ensure that Pupil Premium children have access to necessary home learning materials. Subscription to:</p> <ul style="list-style-type: none"> <li>• SeeSaw,</li> <li>• other online learning programmes for use at home as a resource for home learning</li> </ul>	EEF recommendation 'Using Digital Technology to Improve Learning'.	6, 7

Purchase of additional iPads and availability for loan for pupil premium groups or home learning.		
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: £55,000**

## **Part B: Review of outcomes in the previous academic year**



## Pupil premium strategy outcomes

Internal tracking data shows that whilst attainment across school remains high and exceeds local and national data (Sonar 6000 schools) children assessed at exp or exp+ is lower than in previous years. Attainment for disadvantaged pupils is as follows:

- 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.

In 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	<b>Below in one or more</b> 16 (30.8%)	<b>On Track or higher in all</b> 36 (69.2%)	<b>Higher in all</b> 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

In Autumn 2022 – Education Welfare Ltd monitored attendance and the paid education welfare officer worked with the DHT and AHT to identify those with vulnerabilities and the AHT worked with parents and carers of pupil premium children to offer support through the school help and support offer.

Throughout 2022 school worked with the EEF and National College to implement adaptive teaching technique. This involved ongoing training for all staff on how to close attainment gaps for pupil premium and other vulnerable groups.

Pupil progress meetings for pupil premium children were held half termly to monitor progress and attainment. Pupil progress meetings were co-ordinated by AHT and staff were held to account. School ensured that teaching assistants were given the remit of supporting vulnerable groups including pupil premium children and in monitoring progress towards their academic targets.

Reading	Improvement from 49% at risk not to reach expected expectations to 28%
Writing	Improvement from 57% at risk not to reach expected expectations to 41%
Maths	Improvement from 48% at risk not to reach expected expectations to 36%

School invested in training for staff in supporting SEMH needs. Staff have been trained in therapy work including Sunshine Therapy Group and ELSA. Pupil premium children have access to the support in these groups. School also have a LSA with ABC counselling services Ltd. Vulnerable groups including pupil premium children have been prioritised for access to this service where and when needed.

## 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*

<b>Programme</b>	<b>Provider</b>
Spelling	Spelling Shed
Maths	Maths Shed
Reading	Reading plus
Dyslexia Support	Nessy

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Theraplay, ABC counselling, ELSA
What was the impact of that spending on service pupil premium eligible pupils?	Children received emotional support as required to improve wellbeing.

## 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.*